DOCUMENT RESUME

ED 105 282 95 CE 003 601

TITLE	Career Education: How to Do It: Creative Approaches by Local Practitioners.
INSTITUTION	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	Oct 74
NOTE	188p.
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Administrator Role; *Career Education; Counselor Role; *Elementary Secondary Education; Family School Relationship; *Instructional Innovation; *Program Descriptions; School Community Relationship; School Industry Relationship; State Programs; *Teacher Developed Materials; Teacher Role

ABSTRACT

Ideas for career education activities were written by and aimed at practicing teachers of grades K-12. Writers were participants in miniconferences conducted by the Office of Career Education, U. S. Office of Education, that drew from outstanding career education programs throughout the 50 States. Presented in short paragraph form, the ideas specify grade level, include names and addresses of contributors, and are divided into sections representing categories of implementation tasks for classroom teachers, business-labor-industry personnel, counseling and guidance personnel, family members, and educational administrators and school boards. In addition, a chart indexes the ideas by grade level and State. (MDW)

FEB 21 1974

ED105282

CAREER EDUCATION

HOW TO DO IT

CREATIVE APPROACHES BY LOCAL PRACTIONERS

OCTOBER 1974

COMPILED BY

OFFICE OF CAREER EDUCATION
U.S. OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE003601

CIVIL RIGHTS COMPLIANCE

Discrimination Prohibited - Title [illegible] of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Therefore, any program or activity receicing financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

INTRODUCTION

"How-To" Statements
for
Career Education Practitioners

This handbook has been prepared by career education practitioners for career education practitioners. Its primary purpose is to provide persons charged with making career education work, at the local school level, with ideas that could be helpful to them. If, as a person who is currently trying to improve career education practices in a local school district, you find even one idea in this handbook that is helpful to you, the whose handbook preparation task will have been worthwhile.

The ideas found in this handbook were written by participants in 20 career education "mini-conferences" conducted by the Office of Career Education, USOE, during the Summer of 1974. Participants at these "mini-conferences" were limited to career education practitioners from each of the 50 States actively working at the K-12 level. To select participants, each State department of education was asked to nominate persons representing what, in the opinion of SEA personnel, were the best career education programs in each State. In addition, the National Education Association nominated, for each State, one classroom teacher judged to be actively engaged in innovative and creative career education activities in the classroom. Final selection of participants was made by the Office of Career Education, USOE.

No pretense is made that persons attending these conferences were truly the "best" career education practitioners in the country. That is, we know that many outstanding career education programs were not represented. This was due primarily to limited OE funds that forced us to limit attendance. While, then, we make no claim that the schools represented had the "best" career education programs, we truly believe that they are among the better ones in the United States.

Each "mini-conference" consisted of somewhere between 10 and 15 career education practitioners. The primary purposes were to: (1) allow practitioners to share their expertise with each other; and (2) seek the advice of practitioners on future programmatic directions for USOE in career education. The two days each "mini-conference" met were filled with activities aimed at accomplishing these two objectives.

One of the specific activities at each "mini-conference" consisted of attempts, on the part of each participant, to write a series of short "how-to" statements describing how they have gone about carrying out each of the career education implementation tasks found in the USOE document, "An Introduction To Career Education." Participants were asked to make their statements very brief and to write statements as though they were communicating directly with other career education practitioners. Each participant was asked (but not required) to submit at lease one "how-to" statement at some time during the "mini-conference." They were told that USOE planned to put these "how-to" statements together for use by career education practitioners throughout the United States.

Following the "mini-conferences," Ms. Karol Greene, a Summer Intern at the Office of Career Education, undertook the task of editing the "how-to" statements and putting them in the format seen in this handbook. Insofar as possible, Ms. Greene took the exact wording supplied by the writer of the statement. Editing consisted primarily of shortening some statements. The largest amount of editorial time was spent in making sure that we didn't include essentially the same activity more than once. Because of this, many statements written by participants do not appear in this handbook. Each that does appear is intended to represent a different idea for implementing career education at the local school level.

In addition to the statements themselves, the name and address of the person writing the statement also appears. This has been done in order to make it possible for interested persons to make direct contact with any writer. (Since each writer is a very *busy* *career education practitioner, we urge they NOT be contacted unless you feel you have an urgent question to ask them - i.e., we don't want to overburden those who have volunteered to produce these statements.)*

Readers will immediately note that these "how-to" statements contain no "easy" or "magical" answers for implementing career education. Rather, they consist primarily of reports of efforts career education practitioners have made that they feel worked for them. It is expected that, in many cases, what worked in some place will not sound practical in another place. It is also possible that it might. That is why this handbook has been produced.

Career Education's greatest need, at the present time, is for quality improvement. We need to improve our effectiveness in making career education effective in every community. The ideas contained here have worked for someone in some setting. Perhaps they will work for you!

Kenneth B. Hoyt
Associate Commissioner
Career Education

TABLE OF CONTENTS

Page

Introduction i

A. All Classroom Teachers Will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught 1

2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation 21

3. Help pupils acquire and utilize good work habits 35

4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values 41

5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships 45

B. Some Teachers Will Be Charged With:

1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society 51

2. Helping students acquire job-seeking and job-getting skills 63

3. Participating in the job-placement process 69

4. Helping students acquire decision-making skills 75

TABLE OF CONTENTS (continued)

Page

C. The Business-Labor-Industry Community Will:

1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators)................. 79

2. Serve as career development resource personnel for teachers, counselors, and students............................ 93

3. Participate in part-time and full-time job placement programs................. 103

4. Participate actively and positively in programs designed to lead to reduction in worker alienation.................. 105

5. Participate in career education policy formulation............................ 107

D. Counseling And Guidance Personnel Will:

1. Help classroom teachers implement career education in the classroom...... 111

2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.............. 121

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.................. 125

4. Help students in the total career development process, including the making and implementation of career decisions............................. 129

TABLE OF CONTENTS (continued)

Page

D. Counseling And Guidance Personnel Will: (continued)

5. Participate in part-time and full-time job placement programs and in followup studies of former students.............................. 133

E. The Home And Family Members Where Pupils Reside Will:

1. Help pupils acquire and practice good work habits....................... 139

2. Emphasize development of positive work values and attitudes toward work.................................... 143

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children................. 147

F. Educational Administrators And School Boards Will:

1. Emphasize career education as a priority goal......................... 153

2. Provide leadership and direction to the career education program.............. 161

3. Involve the widest possible community participation in career education policy decision making................ 169

4. Provide the time, materials, and finances required for implementing the career education program............... 173

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.............. 177

TABLE OF CONTENTS (continued)

Page

Chart A -- Elementary (K-3 & 4-6) 181

Chart B -- Junior High (7-8) and High School (9-12) 185

Chart C -- Other Statements 191

A.1 -- All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

Implementation Task: *All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.*

A.1.1 *The pupil will observe and talk to individual workers about aspects of the job. Individual research, group reports, and discussion on the part of the student will help in determining the wide variety of career levels. The importance of leisure time activities will be a part of the study of a chosen career and the effects of a changing technology upon society and career choice will be explored.*

Grade Level Specified: 7-9

Contributor: *Mr. Tom W. Wommack*
Crisp County Schools
Cordele, Georgia 30105

A.1.2 *A conference phone was installed in a special room of our high school and junior high. The phone was to be used to call community resource people and discuss the career related ideas with students in their own classroom. The local service clubs were willing to develop a volunteer People-in-Careers Directory to use in the process. The local Chamber of Commerce funded the cost of telephone installation and any monthly rental.*

Grade Level Specified: 7-12

Contributor: *Mr. Gerald Dudley*
Indiana Career Resource Center
1205 South Greenlawn Avenue
South Bend, Indiana 46615

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.3 Because young students have difficulty in verbalizing and writing knowledge and understanding of work, a Career-Bingo game was devised and developed by art teachers. Teachers drew pictures and short descriptions of community jobs and the students placed markers on similar pictures on their Bingo cards. The teachers encouraged sharing of knowledge about each job described, and class information was gathered from individual students' perceptions and experiences.

Grade Level Specified: K-6

Contributor: Mr. Gerald Dudley
Indiana Career Resource Center
1205 South Greenlawn Avenue
South Bend, Indiana 46615

A.1.4 Students were able to select an aspect of a unit or subject that the class studied. If, for example, a fourth year class studied "Michigan" as their unit, students learned the structure of legislative bodies. They learned map reading, how to get there, the location of the capitol city, and made models to reflect their knowledge. Field trips would be involved and local and State representatives would visit the class, giving out free materials. A third year class may have selected mass production and might have visited one of the General Motors plants in the area. Students would make model cars and develop their own assembly line.

Grade Level Specified: K-6

Contributor: Mrs. Anne Gregory
Manley Community School
932 E. Kearsley Street
Flint, Michigan 48502

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.5 The Madison Exploratory Program was developed as part of a staff development in-service course and is now in the process of being revised and expanded by each individual department. It is designed with four life roles: family, citizen, occupation, and leisure, as its base. All of the program will have to be revised on a regular basis in order to remain current.

Grade Level Specified: 9-12

Contributor: Ms. Kathy Williams
Area II Schools
2735 N.E. 82nd Avenue
Portland, Oregon 97205

A.1.6 A vocational agricultural program was designed for students to explore all areas of agriculture in cooperation with business. Skill training is provided for interested students in the vocational agricultural areas in the Lafayette community. The Southwest Indiana Cooperative in Agriculture provides students with job experiences in the 11th and 12th grades.

Grade Level Specified: 11-12

Contributor: Mr. Robert Arcenaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.7 An Idea Book and PIPS guide were developed by classroom teachers through a federal grant over a two-year period. A questionnaire was designed to go with the materials to see if fourth and sixth grade students increased their awareness of careers after a year of using the materials. These types of materials can be developed by any school district or may be adapted to fit individual needs. Resource sections of any guides should be updated at least every two years.

Grade Level Specified: 4-6

Contributor: Ms. Kathy Williams
Area II Schools
2735 N.E. 82nd Avenue
Portland, Oregon 97205

A.1.8 Installation of a Career Development Guidance course required of all 9th graders in the school was preceded by an in-service training session for teachers. We are also planning to implement certain career education goals through the social studies program including possible integration with vocational courses to achieve expanded course opportunities. Pre-test and post-test results consistently show improvement in proficiency skills.

Grade Level Specified: 9

Contributor: Mr. Ichiro Shikada
Konawaena High School
Kealakekua, Hawaii 96750

Implementation Task: *All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.*

A.1.9 *During the summer of 1973, groups of teachers in the major subject areas in the 8th and 9th grades developed short units on specific subjects. These areas were determined by the regular curriculum, resulting in no curriculum changes except in terms of emphasis. For example, as the 9th grade English class discussed a unit on "newspaper writing," a discussion on newspaper reporting as a career was encouraged. Flexibility in approach is essential. Several sample units were developed by teachers for their subject curriculum and then distributed to all teachers in that subject area. within the school district.*

Grade Level Specified: 8-9

Contributor: Dr. Stan Leavitt
Alpine School District
American Fork, Utah 84003

Implementation Task: *All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.*

A.1.10 *Development of a Career Information and Resource Center which offers printed and audio-visual material on selected occupations is a useful approach. The Center can also present representatives of various occupational groups within the community for interviews by students. The services of an adequate Center allow for visitation to business and industrial sites in order for students to observe and interview workers in various occupational categories. The Center should be set up in a room or series of rooms easily accessible to all teachers and students in the building. Hiring of a full-time Career Specialist who is on hand at all times to assist students as they view filmstrips, interact in small groups, and seek individual answers to their questions, helps greatly to implement the Career Education Program within the school. The Center can promote the integration of both teacher and student involvement in the program; teachers use it as a Center for resource materials for use in the classroom, and students use it as a workroom in planning their career-related learning activities. Both groups need the freedom to be able to locate materials and seek assistance as their individual time allows.*

Grade Level Specified: none

Contributor: *Mr. John Filler*
Harwich Public Schools
Harwich, Massachusetts 02645

Mr. George Meyer
Washington School
New Brunswick, New Jersey 08901

Ms. Laverne Kuehn
Pulaski County Special School District
Conway Pike
North Little Rock, Arkansas 72118

Mrs. Marville Pinkham
DeKalb, Texas 75559

Ms. Virginia Lish
Ceres Unified School District
Ceres, California 95307

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.11 A course in social economics, offered in the social studies department, will bring into reality jobs and responsibilities associated with the starting, running, and dissolving of a corporation. The purpose of the class is to clarify the need for academic subjects in the working world. Students will be setting up a company, deciding on a product to produce, selling stock, producing and marketing the product, and using advertising and salesmanship techniques. The course is designed to permit interdisciplinary credit, bringing into play the areas of social studies, industrial arts, home economics, art, journalism, English, and mathematics. We believe that it will give students a new perspective on the world of work.

Grade Level Specified: 9th

Contributor: Mrs. Signe Aspenswall
Riverton Junior High School
516 North Second West
Riverton, Wyoming 82501

A.1.12 Micro-society: a simulation activity designed to provide an environment in which each student performs the many roles of worker, employer, consumer, landowner, businessman, taxpayer, and citizen. Community people reinforce the relationship between the simulation environment and the real world.

Grade Level Specified: Elementary School

Contributor: Ms. Virginia Lish
Ceres Unified School District
P.O. Box 307
Ceres, California 95307

Implementation Task: *All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.*

A.1.13 *A survey of more than 600 schools in the area led to the gathering together of individual career education activities in local schools in the form of a Career Digest. The Digest is to be disseminated to the district staff, and will hopefully aid in infusing career education goals into the regular curriculum, as well as offering a starting point for the development of new activities for use in the classroom.*

Grade Level Specified: none

Contributor: Mr. Robert Sampieri
Los Angeles City Unified School District
Los Angeles, California 90051

A.1.14 *Have the students set up a "Career Vocabulary - Builder" bulletin board. Encourage the students to comprise a list of words that relate to a particular career area being studied. To broaden the student's vocabulary, rearrange the format each time the career area is changed during the course of study.*

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish School
Lafayette, Louisiana 70501

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.15 In devising materials to help students relate school subjects to careers, the coordinators decided to use textbooks as a guide to stimulate ideas. Textbooks were surveyed and specific pages and paragraphs were related to sample career activities. This provides an impetus for teachers to think of additional ideas.

Grade Level Specified: none

Contributor: Mr. George Leggett
Moss Point, Mississippi School System
P.O. Box 727
Moss Point, Mississippi 39563

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.16 We found that commercial publishers offered very little literature relating to certain careers on the elementary level; therefore, we concentrated our efforts on these "overlooked careers." A career inventory was designed and administered to the participating children, and units of study were conducted on the occupations chosen by the children. Also, goals and aspirations tests were administered to the children before and after the project to determine to what extent the study had increased or affected these feelings. The studies included films, filmstrips, field trips, speakers, and literature presently available. At the conclusion of a unit, a children's book was compiled and distributed to all Lonoke elementary teachers for use in teaching career awareness in the classroom. Results of the inventories taken prior to and following each unit of study revealed that valuable knowledge about the given career was gained in the study. Also, the teachers observed a definite change in the self-concept of many of the participating children.

Results of the goals and aspirations tests revealed a significant change in goals of those children participating in the study. Changes of higher and lower levels of training in the before or after charts indicated the children's realization of the demands and/or the rewards of a certain career. The girls especially changed their attitudes regarding the occupations available to them. They began to realize that no job was necessarily closed to a woman.

Grade Level Specified: Elementary

Contributor: Lonoke Elementary School
Lonoke, Arkansas 72086

Implementation Task: *All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.*

A.1.17 The Career Totem is essentially a tall, 3-D bulletin board constructed from cardboard boxes and covered with bulletin board paper. Students are encouraged to look for news items and pictures that illustrate the various career possibilities in art. It can easily be used to stimulate discussions and written reports. The Totem seems to have more impact than a regular bulletin board, and it can easily be moved around.

Grade Level Specified: Junior High

Contributor: Ms. Eileen Scott
Riverside Junior High School
Watertown, Wisconsin 53094

A.1.18 My classroom began a study of the concept: An understanding and acceptance of self is important throughout life. We discussed the topic: where you can use what you're learning in school. There was interaction with senior high students on a one-to-one basis. Tapes were made by both classes and exchanged. High school students also discussed part-time jobs with the class; a written evaluation by the students on this interaction followed. Both groups of students gained much from their meetings together.

Grade Level Specified: Secondary

Contributor: Ms. Eileen Scott
Douglas School
Watertown, Wisconsin 53094

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.19 We have found it helpful to establish basic academic programs in cooperation with governmental agencies in the area. By incorporating job survival skills with basic education, adults become involved with job mobility skills and interpersonal skills. Agencies such as the Mental Health Institute, Parish jail, Vocational Rehabilitation, La. Employment Agency, the City of Lafayette, and the Comprehensive Employment and Training Act have cooperated with the program.

Grade Level Specified: Adults

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
Lafayette, Louisiana 70501

A.1.20 Select a teacher or teachers from each grade level. Invite a special consultant who is an expert in assisting teachers in writing broad goals, developmental objectives, activities' planning, and evaluation procedures. Relate objectives and activities to basic curriculum being taught. Development of curriculum guides should be divided into: primary grades (K-3) and intermediate grades (4-6). Teachers may adapt activities according to grade level.

Grade Level Specified: K-6

Contributor: Mr. Charles Browne
Lee's Summit School District
Lee's Summit, Missouri 64063

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.21 Teachers are generally encouraged to participate in workshops and training for integration of career education with their own subject areas when offered credit, pay, time off, or some other strong incentive. A non-threatening approach is advised when introducing the subject.

Grade Level Specified: none

Contributor: George King
Boise, Idaho School District
1207 Fort Street
Boise, Idaho 83702

A.1.22 We sponsored two to five-week summer curriculum development workshops where teachers had the opportunity to review known commercial and other career-related materials and adapt them for the classroom. Developments were suggested according to the philosophical and organizational programs of particular schools -- not according to districts. There was a requirement of the use of performance and criterion-referenced objectives.

Initially, teachers wrote career units and then moved toward integration of career concepts with regular curriculum.

Grade Level Specified: none

Contributor: Mr. Primo Toccafondi
Newark School District
Newark, Delaware 19711

mplementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.23 Teachers were divided into two groups, primary and intermediate levels. Each group designed a unit using the same subject for its level and incorporating as many curriculum areas as possible. Findings showed that one unit can serve both levels, however, goals, skills, and behavioral objectives will differ. Working in groups to write units gives teachers more confidence and support.

Grade Level Specified: none

Contributor: Ms. Doris Nolan
305 Howard Ave. A
Rockford, Illinois 61102

A.1.24 Create performance contracts for units of study -- preschool through age 14. Contracts are supplied to individual teachers who developed specific units with performance objectives, activities, strategies, and evaluation. A standard format is used. Teachers receive 75% of the contract when it is finished and the final 25% following the final evaluation of the unit taught. The final payment should be dependent upon a final teacher evaluation of student performance.

Grade Level Specified: pre-school-age 14

Contributor: Ms. Virginia Lish
Ceres Unitied School District
P.O. Box 307
Ceres, California 95307

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.25 The project staff schedules commercial vendors to make demonstrations to a core group of selected teachers, counselors, and principals, (different educators for each demonstration). The group votes to accept or reject the material and makes recommendations regarding its application. Group members are given release time for this activity. Utilization of the materials has been high, because of the group selection process.

Grade Level Specified: none

Contributor: Dr. Douglas Chance
Calcasieu Parish Schools
1724 Kirkman Street
Lake Charles, Louisiana 70601

Implementation Task: *All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.*

A.1.26 *A general orientation workshop was held for all elementary school teachers involved. The consultants were all people who have had experience in the world of work in our district, and were peers of the teachers starting in the world of work on each grade level. Following this orientation, grade level workshops were held, directed by the world of work specialists. Decisions were made as to the career units to be used on each grade level. The materials for these units were presented and implementation discussed. These workshops were followed by a one-to-one involvement of each teacher with the world of work specialist.*

Since the conclusion of the individual consultations, grade level conferences in individual schools and one-to-one interviews with teachers have been used as the need has arisen. Workshops were also held with elementary task forces in the areas of mini-units and teaching moments. These teachers on the task force returned and held workshops with the teachers of the schools they represented. During the school level workshops teachers prepared and taught career education mini-units as supplements to the world of work units they had used.

Grade Level Specified: elementary

Contributor: Mr. Dick Stevenson
Davis School District
Kaysville, Utah 84037

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.27 Workshop sessions were devised. Following a short introduction, teachers are divided into 4-member teams. They are asked to choose a card from each of the three decks and combine the information to create a study unit. One deck contains work-related concepts (developmental); a second deck contains areas of the curriculum (math, science, etc.); and the third deck contains statements on instructional-intervention techniques. A great deal of success comes quickly when the teams are given only thirty minutes to create a unit and share it with other teams.

Grade Level Specified: none

Contributor: Mr. Gerald Dudley
Indiana Career Resource Center
South Bend, Indiana 46615

A.1.28 To assist teachers in presenting career-related ideas to students, a series of cardboard boxes was developed that contained materials readily available to teachers. Teams of four teachers were given thirty minutes to devise a presentation that they could use with students from the contents of the box they received. Success with teachers has been excellent. Boxed materials, for example, may include: puppets, cassettes for interviews, and cameras.

Grade Level Specified: none

Contributor: Mr. Gerald Dudley
Indiana Career Resource Center
South Bend, Indiana 46615

Implementation Task: All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

A.1.29 Curriculum development must recognize a master plan which identifies areas of concern. As soon as this is accomplished, four to six teachers and four to six business-industrial representatives must be selected for participation in a curriculum development workshop. A date should be preset. Summer workshops are preferred. Prior to the workshop, an orientation meeting for teachers and business representatives should be held which seeks to explain the goals and objectives of the career education program. After the summer workshop, printed materials on the outcomes should be distributed to teachers throughout the school. In-service courses should be held, and all materials selected for classroom use should be field tested. A separate workshop, during the following summer, should be planned for evaluation and revision of materials and activities.

Grade Level Specified: none

Contributor: Mr. Richard Gabriel
Des Moines Independent School District
Des Moines, Iowa 50307

A.1.30 Some teachers had difficulty integrating career education into their curriculum. They were asked to state the objective that they would be attempting to teach in the classroom the following day and then to attempt to relate that objective to jobs or the world of work. If the objective could be related to work, they were asked to list as many jobs as possible. From these statements, teachers were asked to find a thematic career concept and to reorient their teaching toward that stated concept. This task had a great deal of teacher appeal, and it was one of the most helpful things we did.

Grade Level Specified: none

Contributor: Dr. Ron Frye
Cashmere School District No. 222
Cashmere, Washington 98815

A.2 -- All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

Implementation Task: All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

A.2.1 Have class list the occupations associated with mathematics under headings "Producers of Services" and "Producers of Goods." The children will need to explore the occupations under consideration in some depth in order to determine what exactly the worker produces.

Grade Level Specified: 5th

Contributor: Mr. Norman Halls
Industrial Coordinator
Springfield Public Schools
Springfield, Massachusetts 01103

A.2.2 A career education experience in compiling a newspaper could be done during a Language Arts period and would involve the disciplines of reading, writing, spelling, math, art, graphics, and categorization. It has been our experience that children become involved to a greater extent when the tasks are related to a "real world" work experience instead of merely textbook assignments. We rely a great deal on simulated work experiences in the classroom at the elementary level.

Grade Level Specified: elementary

Contributor: Mrs. Virginia Hill
Albuquerque Public Schools - North Area
P.O. Box 1927
Albuquerque, New Mexico 87103

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.3 *At the junior high level, we chose the path of social studies as a means of integrating explorations of job clusters. For each job cluster, audio-visual and printed materials were collected and boxed for scheduled routing. Individual teachers are free to select items from within each cluster; also included are local listings of community resources. The Job Cluster Kits will be routed to the high school next year for teacher testing there.*

Grade Level Specified: junior high

Contributor: Ms. Anna Lois Ham
Richland Parish Schools
P.O. Box 599
Rayville, Louisiana 71269

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.4 *We participated with five other school districts across the country in the Comprehensive Career Education Model funded by the National Institute of Education. More than 140 instructional guidance units were developed for K-12 students. Elementary school students become aware of the social and economic environment in which they live. During junior high, students explore a full range of career opportunities through career clusters. Specialized career study and the acquisition of a demonstrated performance skill occur during the high school years. Campus extension programs for secondary students provide them with the opportunity to make realistic assessments of career options through participation as responsible co-workers in various business and community agencies.*

Two types of instructional units are used -- cluster units and infusion units. Cluster units provide a variety of simulation and exploratory career experiences. Infusion units provide career information and are designed to be used within existing curricular disciplines (social studies, English, science, math, etc.) A selected combination of these instructional products may be used to initiate a comprehensive instructional program appropriate to individual school needs.

Grade Level Specified: K-12

Contributor: *Ms. Judy Hooper*
Coordinator of Comprehensive
Career Education
Los Angeles Unified School District
Los Angeles, California 90051

Implementation Task: All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

A.2.5 In social studies and art at the fifth grade level, pictorially compare and contrast the jobs in the oil industry in the 1930's and in 1974. Cover jobs from exploration to consumer. On-site visits and resource people assist in correlating the world of work to the subject area at any grade level. The Chamber of Commerce and civic groups may be helpful in developing a list of sites and people. The teacher remains the key to educational motivation.

Grade Level Specified: 5

Contributor: Dr. Douglas Chance
Coordinator, Career Education
Calcasieu Parish Schools
1724 Kirkman Street
Lake Charles, Louisiana 70601

A.2.6 A vocational teacher in the field of auto mechanics saw a need to develop a module (tape/slides) showing the dependence of his course information on science, math, and language. He encouraged his students to practice the skills in his course they could acquire within other courses. Students wrote papers, gave talks invited community people, and ultimately held an open house. Other teachers reported that many students had become more interest in learning when in non-vocational classes.

Grade Level Specified: High School

Contributor: Christine Seago
Lufkin Independent School District
P.O. Drawer 1407
Lufkin, Texas 75901

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.7 *Make a tape recording of different sounds around the school (e.g. secretary typing, janitor hammering, etc.) Talk about the five senses in a review-type discussion. Emphasize hearing. Discuss people working in the school and have the class make a list of different people and occupations. Play the tape and have the children guess what sound they hear. Have the children tell what school worker is suggested by the sound. It is possible to stimulate a discussion of other people who might be associated with the sound.*

Grade Level Specified: primary

Contributor: Mr. Norman Halls
Industrial Coordinator
Springfield Public Schools
Springfield, Massachusetts 01103

A.2.8 *Each child draws a picture of his parent's occupation. The child then draws a picture of the occupation he would like to enter. He then tells why he chose that particular occupation.*

Grade Level Specified: primary

Contributor: Mr. Norman Halls
Industrial Coordinator
Springfield Public Schools
Springfield, Massachusetts 01103

Implementation Task: All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

A.2.9 Each teacher is adapting existing curriculum this summer. A guidance counselor will spend at least 3 hours per day doing group career counseling in the classrooms. The occupational specialist will provide opportunities for at least 100 students to "shadow" a person in a real career. Any interested student will contact the occupational specialist for an interview. The specialist will then make the necessary arrangements with an appropriate community representative after the student has met the prerequisites. The student's teachers will release him/her from class and homework responsibilities during the "shadowing" time. Upon completion of the experience, each student will evaluate it within 5 days. The evaluation will be submitted in writing and orally to both the teacher and the occupational specialist.

Grade Level Specified: secondary

Contributor: Mr. R. Lawrence Liss
Career Education Program
3323 Belvedere Rd. Bldg. 503
West Palm Beach, Florida 33406

A.2.10 A communication class was designed for students with a record of failure in English and language arts; it was substituted for the regular English IV class as an elective. Students were asked to objectively look at the next 10 years of their lives and to make a list of their goals, both personal and professional. Subsequent trips to the library focused on reading in career areas with sources provided by a well-prepared librarian. Each student read intensively in two interest areas and did a brief written analysis of each under teacher guidance. Ultimately, each student chose one area to investigate in depth. Finally the class produced a slide/tape show on career interests.

Grade Level Specified: high school

Contributor: Christine Seago
Lufkin Independent School District
P.O. Drawer 1407
Lufkin, Texas 75901

Implementation Task: All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

A.2.11 This career-oriented activity not only acquaints children with jobs within an occupational cluster, but also gives them practice in telling time. The game is self-checking and allows the child to proceed at his/her own pace. "Time for Work" allows the child to read the sentence on a given circle and set the clock hands accordingly. To check, he lifts up the sentence circle and the answer is underneath. If the child finds that he is incorrect, he is urged to reset the hands correctly. Variations of the game have pictures and sentences for occupational clusters ranging from construction to transportation. For more advanced children, you might make career-oriented time problems involving math operations or fractions.

F

Grade Level Specified: elementary

Contributor: Lillian Bennard
Wilson Elementary School
750 N.W. 18th Street
Corvallis, Oregon 97330

A.2.12 To motivate children in learning sentence structure, while becoming more familiar with career and career vocabulary, I devised an activity which I call "Career Scrambled Sentences." It may be entirely individual, small group, or may involve the total class. With variations in language difficulty, it is suitable for the entire elementary grades. A self-checking device saves the teacher time and allows the student to learn on his/her own.

Grade Level Specified: elementary

Contributor: Lillian Bennard
Wilson Elementary School
750 N.W. 18th Street
Corvallis, Oregon 97330

Implementation Task: All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

A.2.13 During pre-service workshops, teachers developed a number of project-type activities that related career experiences to their subject matter areas. A contracting system between teachers and their students was then developed; activities in each of the subjects related to tentative occupational decisions made during a planning period. The process at both the junior high and secondary levels focused on the exploratory rather than preparatory levels.

Grade Level Specified: junior high and high school

Contributor: Mr. James Ryan
East Providence Career Education Project
East Providence School Department
255 Taunton Avenue
East Providence, Rhode Island 02914

A.2.14 An English II teacher developed a module to motivate students in reading and writing. She chose the idea of "shoes" as a central theme, and presented a slide/tape show on the various kinds of shoes worn in different occupations, running from shoes for astronauts to those for ballet dancers. The students were then encouraged to read and write about the reasons for different shoes at work, according to individual interests. Students built up work vocabularies, games, lists of work skills needed, data on local opportunities, salary levels, and wrote these into papers to be presented orally. Language skills increased and self-motivation among students made for greater success. It is interesting that all subsequent discussions and readings generated career implications.

Grade Level Specified: 10

Contributor: Christine Seago
Lufkin Independent School District
P.O. Drawer 1407
Lufkin, Texas 75901

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.15 *A librarian at the school developed a module to introduce girls to the many new and different jobs now open to them. As it turned out, the boys also demanded to participate and were quite good at bringing in ideas. Taking the English classes to the library for three weeks allowed the librarian and the students to develop "Jobs for Women's Awareness." The activities of the classes included reading, bringing in of outside materials, poster-making, and the creation of slides and games. In the English classes, students wrote summaries, outlines, and vocabularies using their new career information as subject matter. A bi-product of the study was an increased interest on the part of students in the reading of biographies.*

Grade Level Specified: 7

Contributor: *Christine Seago*
Lufkin Independent School District
P.O. Drawer 1407
Lufkin, Texas 75901

A.2.16 *A study is made by English IV students of the life of a member of each pupil's family, and an original biography is written. Ideally, the story will be done on a grandparent or some person of that general age. Many wonderful things happen as the interviews begin. Students learn note-taking, recording, and interviewing skills, patience, organization, story-telling, paragraphing, -- the list is limitless in language usage practice. Most important, the writers learn about the real world of work, the world of human values. It is a valuable experience in family understanding, and students find that most of the subjects have made a variety of job changes and choices in order to establish their life's work and lifestyle.*

Grade Level Specified: 12

Contributor: *Christine Seago*
Lufkin Independent School District
P.O. Drawer 1407
Lufkin, Texas 75901

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.17 *During the three middle school years, every student will explore occupations in all of 12 career clusters. Exploration implies "hands-on" experiences, getting a "feel" for occupations by simulating them, as well as reading about them and seeing them. Exploration also means finding out what kinds of and how much education is needed for each occupation. Finding out what kinds of life-styles each occupation will permit economically leads to the discovery of the importance of occupations to each person's life. The concentration should be on teaching children how to explore subject matter and themselves, rather than teaching subject matter to or at children.*

The 12 clusters include:

6th grade -- Health and Welfare
Recreation and Entertainment
Transportation and Communication
Personal Services
7th grade -- Trade and Finance
Manufacturing
Natural Resources
Construction
8th grade -- Government
Education
Product Services
Arts and Humanities

Grade Level Specified: 6-8

Contributor: *Mr. R. Lawrence Liss*
Director, Palm Beach County
Career Education Program
3323 Belvedere Road
Building 503
West Palm Beach, Florida 33406

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.18 *Given an occupation that interests the student, let him: 1) Role-play specific tasks that might be performed on the job; 2) Bring a tool that is used in the job and explain its use; 3) Interview a person who is employed in that job. All of these met with increased motivation in learning.*

Grade Level Specified: 7

Contributor: Mrs. Joan Williams
Sand Springs Public Schools
Sand Springs, Oklahoma 74063

A.2.19 *I teach a regional study of "Geography of Wyoming" along with one called, "Work of Wyoming." This is a learning activity packet which explores the most available work in Wyoming. The packet is designed so that students come to an understanding of the various jobs associated with the production of a product or a service performed. The six areas explored are: livestock, oil, mining, farming, recreation, and government. Students are given a final product such as bread and are asked to fill in "people pyramids" indicating jobs associated with its production. If students know people who perform these various jobs on the different levels in the process, they are asked to insert their names in the pyramid.*

Grade Level Specified: 8

Contributor: Mrs. Signe Aspinswall
516 North Second West
Riverton, Wyoming 82501

Implementation Task: *All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.*

A.2.20 *As a result of counselors' work with English teachers, the high school English curriculum was revised to include one quarter of required Career Research at the 10th grade level. The course includes a study of self-identity, followed by the basics of research. Based on this study, a student does a research paper on a chosen career area.*

Throughout the year, the math department researches careers that utilized the math skills being taught. Students also learn the kind and amount of math required in various occupational areas. The physical education department highlights health careers throughout the year and in cooperation with the science department, attends health career fairs.

Grade Level Specified: 10

Contributor: Ms. Reba M. Clark
Vestavia Hills Public Schools
Vestavia Hills, Alabama 35216

A.2.21 *While familiarizing teachers with the Career Education concept, have teachers participate in role playing, research, and discussions. Teachers should also spend time observing businesses, industries, and professions in the community.*

Grade Level Specified: none

Contributor: Mr. Glen Thomas
Helena High School
Helena, Montana 59601

Implementation Task: All classroom teachers will utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

A.2.22 The Self-Assessment Inventory Packages were designed for aiding staff members in determining their needs in staff development courses pertaining to Career Education. It was hoped that by self-evaluation, they could see which courses were best for them and save personnel much time and wasted effort. The packages were also used to establish building profiles in the Madison area. Self-assessments are given in both fall and spring; they are not designed for testing purposes, but for making staff aware of identifable Career Education competencies.

Grade Level Specified: K-6

Contributor: Ms. Kathy Williams
Teacher, Exploratory Career Education
Madison High School
2735 N.E. 82nd Avenue
Portland, Oregon 97205

A.3 -- All classroom teachers will help pupils acquire and utilize good work habits.

Implementation Task: *All classroom teachers will help pupils acquire and utilize good work habits.*

A.3.1 In the hands-on course of employment orientation, students learn the importance of teamwork, honesty, integrity, and punctuality because there is an interacting effect on their classmates in the shop. In the academic classroom, where career education is part of a unit of study, observations of workers and discussion of good work habits help students relate and transfer healthy attitudes. One must help students internalize good values through cognitive methods -- calling attention to good habits and vocally recognizing subsequent results.

Grade Level Specified: none

Contributor: Ms. Ruth Samsel
Crossroads School
Georges Rd.
Monmouth Junction, New Jersey 08852

A.3.2 Career education methods stress work habits effectively when community resource people are utilized. Teachers need to brief resource people on his/her specific objectives so that the resource person can follow up by directing his or her comments to the application of a particular work habit within his/her job. This technique has widespread application in any area or level.

Grade Level Specified: none

Contributor: Dr. Douglas Chance
Coordinator, Career Education
Calcasieu Parish Schools
1724 Kirkman Street
Lake Charles, Louisiana 70601

Implementation Task: All classroom teachers will help pupils acquire and utilize good work habits.

A.3.3 We brought in local employment office personnel to talk with students about jobs. Business personnel were brought in to conduct job interviews with students. Students were put on work experiences, interviewed workers on job sites, and went to work with their parents in order to observe.

Grade Level Specified: none

Contributor: Dr. Fred Pierce
School Administration Bldg.
8th and Elm
Casper, Wyoming 82601

A.3.4 Job Clinics in language arts classes were designed to emphasize good work habits and employability skills. Components of curriculum stress work habits, human relations, etc.

Grade Level Specified: none

Contributor: Mr. Robert S. Megow
Orange County, Florida School System
410 Woods Street
Orlando, Florida 32805

Implementation Task: *All classroom teachers will help pupils acquire and utilize good work habits.*

A.3.5 *Set up a reward system for the pupils who display good work habits in school; required projects, errands, teacher-requested tasks, etc. can be utilized as incentives. Enlist the aid of the home in rewarding students for good work habits.*

Grade Level Specified: none

Contributor: Mr. Jack Sappington
Orange Unified School District
370 N. Glassell
Orange, California 92666

A.3.6 *Teachers created a unit entitled, "Work Experience in the Home," which assigned to each pupil a regular job or chore in the home. Jobs were assigned by the parent and approved by the teacher. Teachers formulated checklists to determine pupil attitudes toward work and change in attitudes toward work. Letters were sent to parents asking for cooperation during the unit experience and requested parents to fill out report forms at the end of the unit. Various songs were learned in the classroom that emphasized work habits. Field trips and resource persons were also utilized.*

Grade Level Specified: K-1

Contributor: Mr. Jessie B. Wier
Pickens County Board of Education
Carrollton, Alabama 35447

Implementation Task: All classroom teachers will help pupils acquire and utilize good work habits.

A.3.7 The following program was devised to assist students in understanding work habits and work situations in mass production. The students formed and developed a small company and selected a product to make and sell. Students determined work roles that were needed and chose positions desired. They produced goods and determined methods of distribution.

Grade Level Specified: 4-6

Contributor: Mrs. Pam Serio
Allegany Co. BOCES
6 South St.
Belmont, New York 14813

A.4 -- All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values.

Implementation Task: All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values.

A.4.1 Take a class field trip to a business firm to learn the job functions of everyone in that particular line of work. In the classroom, simulate an office with various job areas. Have the students perform the necessary tasks, changing the jobs assigned to students to give each one experience in acquiring different skills.

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

A.4.2 We plan a number of different activities and allow the child to choose the ones in which he/she wants to participate. Through choice, the student can begin to identify personal strengths and weaknesses. Work contracts are also utilized, which allow the child to establish his/her own time schedule in completing an assigned task.

Grade Level Specified: elementary

Contributor: Mrs. Norma Blythe
Lincoln School Department
249 Front Street
Lincoln, Rhode Island 02865

Implementation Task: *All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values.*

A.4.3 *It was found that students should take personal inventories of their respective likes and dislikes, since these play a heavy part in the type of occupation one chooses. It seems that students, like other human beings, tend to choose occupations in which they feel they can make contributions.*

Grade Level Specified: none

Contributor: *Ms. Mary Jane Sheeran*
Richmond Unified School District
1108 Bussell Avenue
Richmond, California 94802

A.4.4 *At the high school level, an easily developed game board was devised that had levels of education along one axis and work seniority along the other. Cards were drawn at each education level that required choice of education or work for the player. In teams of four, students play and discuss the values of the choices they must make in playing the game. Decision cards are provided at each education and work level. This experience is also found to work well in orientation sessions with educational para-professionals.*

Grade Level Specified: high school

Contributor: *Mr. Gerald Dudley*
Indiana Career Resource Center
1205 South Greenlawn Avenue
South Bend, Indiana 46615

A.5 -- All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

Implementation Task: *All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.*

A.5.1 *The Pickens County School System employed a "key teacher-instructional unit or project" approach involving 25 teachers who enrolled in a formal 4 quarter hour career education course conducted by Auburn University and eight other key teachers to implement the Career Education concept. These special projects were developed around local needs for better career education programs. There is evidence that this approach was instrumental in causing the career education concept to infiltrate other classrooms.*

Grade Level Specified: none

Contributor: Mr. Jessie B. Wier
Pickens County Board of Education
Carrollton, Alabama 35447

A.5.2 *In order to make available to my typing students practice material that would make them aware of their own futures, I read all or parts of our textbook to them while they practiced typing skills. A proof that the material was worthwhile is shown in that I found many students reading materials before they had begun to type. During the semester, I substituted outlines, themes, application blanks, and letters with information about various careers for traditional practice material.*

Grade Level Specified: 9

Contributor: Ms. Eileen Scott
Watertown Public Schools
Watertown, Wisconsin 53094

Implementation Task: *All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.*

A.5.3 *Career Education Graduation Requirements were developed to aid in complying with new State requirements that must be operating by 1978. Portland schools are trying to implement the requirements by integrating career education into the curriculum instead of offering a separate course. A committee was set up to formulate the competencies that must be demonstrated by students in order to receive credit.*

Grade Level Specified: none

Contributor: *Mr. Marv Rasmussen*
Director of Career Education
631 N.E. Clackamas St.
Portland, Oregon 97232

A.5.4 *We involved hundreds of New York City organizations and placed all of our students in these learning situations. Each site reflected one aspect of a potential career for each student. A student could theoretically be engaged in as many as seven career explorations during each 10-week cycle.*

Grade Level Specified: none

Contributor: *Mr. Irvin Kahn*
Administrative Director
SPICE
236 W. 26th St.
New York, New York 10001

Implementation Task: All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

A.5.5 A teacher survey was conducted to find out what "expertise" each teacher possessed, other than the skill of teaching. Teachers then made themselves available to the entire school system as resource persons in this new area and attempted to use the skills in their own teaching programs.

Grade Level Specified: none

Contributor: Ms. Reba M. Clark
Vestavia Hills Public Schools
Vestavia Hills, Alabama 35216

A.5.6 Have students assist the teacher in the creative development of units of study. The teacher may explain what needs to be covered within the subject area, allowing the student to then develop the subsequent unit material. The teacher becomes a consultant.

Grade Level Specified: none

Contributor: Mr. Charles E. Browne
Lee's Summit School District
Lee's Summit, Missouri 64063

Implementation Task: All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

A.5.7 Each student spends a great portion of classroom time in a laboratory setting involved in studies of his own choosing. Resources for the classroom were selected with the above premise in mind. Students may enroll or withdraw at any time; this remains possible since they are recruited from study halls. No grades or credits are awarded.

Grade Level Specified: high school

Contributor: Mr. Herbert Imanaka
Kaimuki High School
2705 Kaimuki Avenue
Honolulu, Hawaii 96816

A.5.8 The district instituted the "Career Exploration Program" at Scott Intermediate High School. Students rotate through ten different job clusters, featuring a pre-test interest inventory for that cluster; they then experience hands-on work tasks which follow individualized sound-on-slide instruction developed by the Singer Corporation. When all tasks in the ten-cluster areas are finished, a post-test interest inventory is taken. Students are then informed of their top three interest areas. A computer terminal in the room allows access to the jobs available in our SMSA at different educational levels and the requirements for placement in those jobs are presented. Some students are placed in part-time jobs to complete their experience.

Grade Level Specified: middle

Contributor: Mr. David Weinraub
Principal, Scott Intermediate
High School
1515 E. Lincoln Highway
Coatesville, Pennsylvania 19320

B.1 -- Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.1 *We offer an executive internship for gifted students who are able to spend three days per week in the field, working with an executive or special business resource person in lieu of attending regular classes.*

Grade Level Specified: secondary

Contributor: Mr. James Bates
School District #2 of Richland County
Sun View Lake
Columbia, South Carolina 20209

B.1.2 *Five vocational classroom experiences were provided by extending the school day from 4:00 p.m. to 10:00 p.m. in two local high schools. Students from 18 to 55 years of age became full-time participants in a skill development program called the job-related component. Students entered the program on a voluntary commitment basis, accepting or rejecting the strenuous training and seeking job placement. Over 100 adults were provided with employment advancement of job placement.*

Grade Level Specified: secondary

Contributor: Mr. Thomas Miller
East Baton Rouge Parish Schools
1676 Glasgow Avenue
Baton Rouge, Louisiana 70808

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.3 *Organize the vocational curriculum along the cluster concept found in "The Oregon Way" by Dr. Dale Parnell, with competencies arrived at through occupational task analysis and input from local industry. Involve the teaching staff in organizing curriculum along competency lines using task analysis and a local advisory committee. The process assures that the instructor will be teaching appropriate skills and competencies to prepare students for employment, while opening up contacts with industry, thus aiding students in finding job placement.*

Grade Level Specified: secondary

Contributor: Mr. Ralph Anderegg
Canby High School
721 S. W. 4th St.
Canby, Oregon 97013

B.1.4 *Because there is deficient vocational opportunity in the district, the district instituted the* _Alternative School Cluster Program_*. It provided saleable skill opportunities and prevocational experience for students previously unacceptable to the local vocational/technical school from 3:00 p.m. to 6:00 p.m. at the vocational/technical school. Skills are organized on a "cluster" basis rather than on a "single shop" concept. Clusters identified are: power mechanics, health services, personal services, manufacturing and maintenance, construction, graphics, and business. We have found a very favorable reaction to the program: Many previously "turned-off" students participated in the after-hours program with no decrease in their regularly scheduled school time. Attendance was high, and the program will be continued this coming year by rearranging identified students' rosters on a 12 to 5 schedule.*

Grade Level Specified: Middle and Secondary

Contributor: Mr. David Weinraub
Principal, Scott High School
1515 E. Lincoln Highway
Coatesville, Pennsylvania 19320

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.5 *Each student selects an area which he or she is interested in exploring and will spend one day a week in a job within that area for a minimum of one semester. At the end of that semester it will be possible for him/her to select another area of interest, another work experience within the original choice area, or to continue to the end of the school year in his or her original job. By State law, no student may be paid for the work done within regular school hours.*

Written evaluations will be made periodically by employers. In addition, the staff of the Career Development Center will evaluate each work situation to determine the growth of the student. Work experience is divided into the following basic occupational areas: office occupations, health occupations, technical occupations, and business, industry, and labor.

Grade Level Specified: high school

Contributor: Mrs. Ginger McCabe
South Brunswick High School
Major Road
Monmouth Junction, New Jersey 08852

Implementation Task: Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

B.1.6 Teachers provide experiences that will enrich the students' knowledge of occupational society through career exploration in mini-seminars. Instruction is provided on the affects of the changing economy on society and skills needed for occupations in the future are taught. Students receive practice in communication and computation skills. Hands-on experiences introduce students to various occupational operations such as preparing banquets, inventory, and advertising. Students in the 11th and 12th grades may find employment and are released for 2 hours daily in order to work. Five units of credit are given for the experience, and students are required to take a related course of study.

Grade Level Specified: senior high

Conbributor: Ms. Mary Jane Sheeran
Richmond Unified School District
1108 Bissell Avenue
Richmond, California 94802

B.1.7 Some suggestions include: Surveying student interest, organizing career interest groups, using junior college students as resource people, contacting business and government personnel, and setting up visitation groups. Visitation groups are four or five classroom supervised students who, with a college student acting as program advisor, explore on-site activities.

Grade Level Specified: 7-9

Contributor: Mr. Alexander Boychuk
Coordinator of Career Education
City of Danbury
Danbury, Connecticut 06810

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.8 *We retained secondary teachers to determine and formulate a rough draft of basic information which all students will need in the future as adults. This included such areas as insurance, social security, pension, and other occupational materials. All information was disseminated during homeroom periods.*

Grade Level Specified: secondary

Contributor: Ms. Margaret Horner
400 S. Lake Drive
Watertown, South Dakota 57201

B.1.9 *A Machine-operator's Course was implemented for 19 weeks at Technical High School. The course was designed for general students, senior year, and operated 4 days a week, 3 hours per day and after school. Students attended voluntarily, with compensation only in terms of job placement upon graduation. Experience was offered in set up, operation of machines, assembling parts, repair, and mechanisms of tools. Also provided was a knowledge of mechanics, shop mathematics, and terminology, introduction to metal properties, and layout machine procedures.*

Grade Level Specified: secondary

Contributor: Mr. Norman Halls
Industrial Coordinator
Springfield Public Schools
Springfield, Massachusetts 01103

Implementation Task: Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

B.1.10 In order to implement exploratory experiences in business, industrial arts, and home economics at the 9th grade level, project members jointly submitted a list of 11 very selective community people representing business/education/labor to the superintendent of schools as recommendations for the Career Education Advisory Committee. At the secondary vocational school here, half-day courses in electronics, auto mechanics, drafting, metal fabrication, machine shop, and horticulture were offered. In addition to these specific vocational courses at the secondary level, other vocational areas include distributive education, cooperative office education, work-experience (special education), and coordinated career education (handicapped and disadvantaged). Each of these programs combines school and work experiences.

Grade Level Specified: 9

Contributor: Ms. Loretto Bonner
Russellville High School
Highway 7-T By-pass
Russellville, Arkansas 72801

B.1.11 *Marketing at Madison Guide* is a state model for implementing Distributive Education into a high school curriculum. It has been developed over a 4-year period and is based on the cluster concept of training that the Oregon Board has been developing for grades 11-12.

Grade Level Specified: high school

Contributor: Mrs. Sue Bushnell
Vice-Principal
2735 N.E. 82nd St.
Portland, Oregon 97220

Implementation Task: Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

B.1.12 Although all teachers in Portland schools are needed in the career education program, some teachers in grades 11-12 are charged with providing entry level skills for students. Work experience is part of this training program. Three work experience coordinators (one general, with no related courses needed; two cooperative, one supervising the marketing cluster like distributive education where courses are required, the other supervising the metals, clerical, stenography, electronics, and diversified occupations) coordinate the entire program. We consider those students who are enrolled in College Prep courses as also involved in career education.

Grade Level Specified: 11-12

Contributor: Mr. Leroy Wallis
Area II Specialist
8020 N.E. Tillamook St.
Portland, Oregon 97213

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.13 *A writing team composed of two English teachers, two social studies teachers, one math teacher, and one science teacher adopted a "pyramidal" design for a career curriculum. In the 7th grade, students are exposed to broad career areas and in the 8th grade, students are encouraged to investigate in greater detail one career area and the job ladders within that field. In the 9th grade, students are involved in detailed, in-depth studies of their particular career choices. In order to implement the project in the junior high schools, three occupational resource specialists were obtained. As the project was underway at each school, the role of the OPS person as an implementor lessened and became more of a resource one. The role included securing films, filmstrips, speakers, consultants, and occupational materials. Field trips have included visits to such places as Pepsi Cola Bottling Company, Pass and Seymour Electrical Mfg. Company, Herald-Journal Newspaper Bldg., Taroson Construction Company, Dey Brothers Dept. Store, and the Marine Midland Bank.*

Grade Level Specified: Middle School

Contributor: Mrs. Virginia Lewis
George Washington Elementary School
1970 Meadowbrook Drive
Syracuse, New York 13324

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.14 *Vestibule Training or short term skills training courses have been developed. Students in grades 11-12, as well as dropouts, responded to surveys on choices of courses or skills desired. Industries within th[illegible]munity indicated their areas of need and specialized persons, including school vocational staff, taught these courses at night (three nights a week for 3 hours each with courses lasting from 6 to 8 weeks). Many industries hired workers after the training, and in some instances did the training themselves.*

Grade Level Specified: 11-12

Contributor: Emma C. Dorssett
Apex Exemplary Project
733 Fitzgerald Dr.
Raleigh, North Carolina 27610

B.1.15 *At the elementary level, we encourage teachers to provide opportunities for students to experience the use of hand and small electric tools as they work with wood, plastics, plaster, and metal. When a classroom organizes an assembly line factory to produce a saleable product, each student is required to complete a job application form. Both teachers and students were very receptive to classroom factories. Discipline problems decreased as student self-discipline increased. Twelve factories operated and produced saleable products this year. When children are allowed to make decisions and assume responsibile roles, they are more likely to exhibit self-discipline.*

Grade Level Specified: elementary

Contributor: Ms. Laverne Kuehn
Oak Grove Elementary School
Conway Pike
North Little Rock, Arkansas 72118

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.16 *Specific vocational competencies are provided primarily through business education courses in our district. There, we provide vocational, office, and secretarial classes; other courses such as industrial arts and home economics offer drafting, welding, child care, and meal management, but are not specifically designed as vocational courses. However, they do provide basic skills that allow the students to enter into occupations after high school.*

Grade Level Specified: none

Contributor: Mr. T.J. Mahan
Oakville Sr. High School
5557 Milburn Rd.
St. Louis, Missouri 63125

B.1.17 *Students are taught the short order food business, including how to cook, serve, and meet customers. Coordinated vocational academic education classes work closely with the concepts inherent in career education philosophy.*

Grade Level Specified: 8-9

Contributor: Mrs. Marvelle Pinkham
116 Wood Street
DeKalb, Texas 75559

Implementation Task: *Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.*

B.1.18 *Through our Shadow Program, teachers go into the community to shadow workers. They return to share their experiences with fellow teachers.*

Grade Level Specified: K-12

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

B.1.19 *A Career Resource Laboratory would provide "hands-on" experiences in work simulation stations developed within the school in cooperation with the existent industrial arts program. Selection of three appropriate work stations to be determined by each student's potential and interests and rotated at 4-week intervals, allows each student to conform to "contracted" criteria of performance, while engaging in laboratory experience to be evaluated by the instructor. A standardized assessment is to be submitted by each student at the conclusion of a work interval. Occupational areas are correlated with the curriculum of the regional vocational school.*

Grade Level Specified: none

Contributor: Mr. John Filler
Pupil Personnel Director
Harwich Public Schools
Harwich, Massachusetts 02645

B.2 -- Some teachers will be charged with helping students acquire job-seeking and job-getting skills.

Implementation Task: Some teachers will be charged with helping students acquire job-seeking and job-getting skills.

B.2.1 Lead the student to select a vocation in which he has particular interest or aptitude. Have the student simultaneously determine the life style that he foresees for himself in the future. Ask him to draw a budget based on the standard salary now being paid for the work. Have the student interview a person in that vocation to determine for himself the facts about that type of career area.

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

B.2.2 Any 10th, 11th, or 12th grade student presently enrolled in the regular day school program may be admitted to the Regional Occupational Program. ROP teachers, selected for their outstanding abilities and recent occupational experience, provide special and intensive training in job entry level skills in a wide variety of occupations with the objective of immediate employment at the completion of the course. These teachers, along with career advisors, assist students in acquiring job-getting skills, decision-making skills, and job placement.

Grade Level Specified: 10-12

Contributor: Ms. Judy Hooper
Coordinator of Comprehensive
Career Education
Los Angeles Unified School District
Los Angeles, California 90051

Implementation Task: Some teachers will be charged with helping students acquire job-seeking and job-getting skills.

B.2.3 Have students role-play job interviews. Let them take turns being employee and employer and videotape the interviews. Students should review their performances. Afterwards, have students visit employers in the community, asking them to probe for answers to similar questions.

Grade Level Specified: none

Contributor: Mr. Gerald O. Stutz
Potlatch School District
Box 518
Potlatch, Idaho 83855

B.2.4 Have teachers in-service trained by a personnel manager of a business or industry concerning the "how to's" of job acquisition. These skills can be effectively taught by English teachers at the Senior High level.

Grade Level Specified: High School

Contributor: Dr. Owen Collins
Director, Career Education Project
511 Broadway
Hazard, Kentucky 41701

Implementation Task: *Some teachers will be charged with helping students acquire job-seeking and job-getting skills.*

B.2.5 Role-playing in the interviewing process has proven to be very successful in our program. Additionally, area business people participate by actively conducting interviews, based on their own application forms which students have completed. Students prepare resumes, write letters, and request application forms.

Grade Level Specified: none

Contributor: Mr. Lloyd Bryson
Tennessee Appalachia Education Cooperative
461 West Outer Dr.
Oak Ridge, Tennessee 37830

B.2.6 Teach skills such as doing income tax returns, banking procedures, and studying pay check deductions.

Grade Level Specified: none

Contributor: Ms. Mary Louise Klaus
105 Adair St.
Beckley, West Virginia 25801

Implementation Task: Some teachers will be charged with helping students acquire job-seeking and job-getting skills.

B.2.7 A Career Sampling Design made use of an area vocational/technical center for one summer session. Twelve vocational technical areas were opened, and teachers were instructed to select five exemplary tasks for their career field which were action tasks and could be mastered within a short time period. Students, aged 14-16, were paid by C.E.T.A. for attending the program. They were rotated systematically through six career areas and spent 15 hours in group guidance activities dealing with decision-making and job-seeking skills. Students were usually placed in areas in which they had no understanding of the field.

Grade Level Specified: Secondary School

Contributor: Mr. Richard Morrison
ELCEP Project
Elkhart Career Center
Elkhart, Indiana 46514

B.2.8 Each student is taught a unit on job-acquiring skills in a required freshman English class. Instruction includes writing letters of application, filling out forms, telephone procedures, etc. Following the unit, each student applies for a "mock job" through the work experience coordinator, who with his secretary, acts as a prospective employer and receptionist respectively. Students are evaluated and given instruction for improvement. Individualized career guidance is also undertaken.

Grade Level Specified: Secondary School

Contributor: Mr. Ralph Anderegg
Canby High School
721 S.W. 4th St.
Canby, Oregon 97013

Implementation Task: *Some teachers will be charged with helping students acquire job-seeking and job-getting skills.*

B.2.9 *Within the course structure of business education classes, students are provided with learning experiences which help them develop job-seeking skills. The high schools have vocational counselors who aid students in seeking employment: All schools have a full time work experience coordinator who contacts business and industry for job placement. Through learning resource centers, students may gain essential knowledge in examining alternatives in decision-making processes.*

Grade Level Specified: Secondary

Contributor: *Mr. Thomas Hodgson*
Seattle Public Schools
Seattle, Washington 98155

B.3 -- Some teachers will be charged with participating in the job-placement process.

Implementation Task: Some teachers will be charged with participating in the job-placement process.

B.3.1 A School Placement Program will include four basic components, each designed to meet a particular need. Responsible for the successful functioning of the service is a school placement coordinator who will work with the principal, department chairmen, and guidance staff. The Work-Study component is open to seniors having classroom training in approved vocational areas (industrial arts, business, home economics, art). Students will be visited on the job at least 4 times a year by the department chairmen and will be under the supervision of an on-the-job supervisor. Grades are conducted on a pass/fail basis. The Work Experience component is open to any student over 16 years of age; students must work a minimum of 15 hours per week in order to earn one credit (1/2 credit for 7 1/2 hours per week). Minimum wages provided by law will be granted. Students may earn up to one credit per year through non-paid work experience. A work release component is also provided in which all students may take part, but for which no credit may be earned. The Youth Employment Service (YES) will develop a card file system for students desiring work, and one will be available for area employers to list available jobs.

Grade Level Specified: Secondary

Contributor: Mr. Richard Walsh
Winnacunnet High School
Hampton, New Hampshire 03842

Implementation Task: Some teachers will be charged with participating in the job-placement process.

B.3.2 A job placement component surveys senior students in September as to their plans following graduation. If they state plans to go directly to work, they are offered placement assistance. In the spring semester the placement service is advertised through school publications. All seniors wishing assistance are identified. They are offered seminars which cover techniques in interviewing, resume development, employment application preparation, and job hunting skills. A placement technician spends 2 hours a day for one month contacting local businesses and identifying probable job openings. Students are then referred to potential employers.

Grade Level Specified: High School

Contributor: Mrs. Barbara Gaughn
Monroe Elementary School
431 Flora Vista Drive
Santa Barbara, California 93105

B.3.3 We have a full-time job placement person whose duty is to work with local business and industry in placing students in part-time and full-time (upon graduation) employment. He also provides teachers with feedback on industry needs.

Grade Level Specified: Secondary School

Contributor: Mr. Jim O'leary
Job Placement Coordinator
Edison High School
Colton Rd.
Edison, New Jersey 08817

Implementation Task: *Some teachers will be charged with participating in the job-placement process.*

B.3.4 *In implementing a system-wide, continuous, year-round job placement service for all high school students, we requested that all high school principals designate all counselors and vocational teachers as members of an in-school committee on job placement. One representative of the teaching staff is to present an individual school at the system-wide monthly committee meeting. Employment survey questionnaires were mailed to all 11,000 employers in the county. Follow-up is in process within all area high schools.*

Grade Level Specified: Secondary School

Contributor: Mr. James F. Clark
DeKalb County Schools
556 No. McDonough St.
Decatur, Georgia 30030

B.3.5 *Before you implement the job placement phase of career education, a survey should be taken of the businesses and industries in the immediate community of the school district. A second survey should show availability of jobs in the market for high school students.*

Grade Level Specified: Secondary School

Contributor: Mr. Dave Wharton
Camden City Public Schools
7th and Cooper Streets
Camden, New Jersey 08101

Implementation Task: Some teachers will be charged with participating in the job-placement process.

B.3.6 We are establishing a student placement office. We have hired a person who formerly worked for the Nebraska Employment Service and is acquainted with a number of businesses in the community. Her job will be to develop a bank of job openings available. Students who plan to terminate their formal education at the end of high school and want to obtain jobs will be aided by the facility. We will also assist students still in school in finding part-time employment.

Grade Level Specified: Secondary School

Contributor: Mr. Orville Jensen
Westside High School
86th and Pacific Sts.
Omaha, Nebraska 68114

B.3.7 In cooperation with the Richmond branch of the Virginia Employment Commission, arrangements have been made to obtain regular output from the VEC Job Bank. Through this information, counselors and staff will become familiar with the nature of job opportunities in the area. In addition, counselors will be able to assist more students in the job placement process.

Grade Level Specified: none

Contributor: Sanford D. Snider
Supervisor of Guidance
Henrico County Schools
P.O. Box 40
Highland Springs, Virginia 23075

B.4 -- Some teachers will be charged with helping students acquire decision-making skills.

Implementation Task: Some teachers will be charged with helping students acquire decision-making skills.

B.4.1 Read and hold a class discussion on Robert Frost's poem, "The Road Not Taken," giving the students a chance to express their interpretation of Frost's theme -- the importance of decision-making. Talk about experiences which led students to make an important decision or to change their minds after making one. Stress the responsibility to be accepted in making a decision.

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

B.4.2 Pre-vocational programs at the intermediate level can be a vital segment of the educational process. Unless each student is made aware of the possible training areas that are actually available to him/her, there is no way to make a realistic choice. It helps to let students spend a day or two in each vocational area offered.

Grade Level Specified: Intermediate

Contributor: Mr. Lloyd Bryson
Tennessee Appalachia Educational Cooperative
461 West Outer Drive
Oak Ridge, Tennessee 37830

Implementation Task: Some teachers will be charged with helping students acquire decision-making skills.

B.4.3 A Visual Literacy Program is underway at Lakeview Elementary School. Through the medium of color, students work in small groups, three to five per group, and select from a packet of pictures, those they consider best examples of a color they have chosen. The students must decide unanimously on the color they wish to consider. This involves group discussion; and development of verbal skills is one of the primary aims of the program. After a color is chosen and the pictures selected to demonstrate the use of the color, they are then shown to the entire class as members of the group explain reasons for selecting each picture. Students operate all equipment used in the program.

Grade Level Specified: Elementary School

Contributor: Ms. Ellen Howard
Coordinator
321 Sunrise Rim
Nampa, Idaho 83651

B.4.4 Decision-making skills can be best taught by always providing students with options and alternatives to the specific problems. Teachers should assume the posture of non-directive techniques in helping students in making decisions.

Grade Level Specified: none

Contributor: Mr. Jack Sappington
Orange Unified School District
370 N. Glassell
Orange, California 92666

Implementation Task: Some teachers will be charged with helping students acquire decision-making skills.

B.4.5 At the 9th grade level, I have developed a presentation, giving some very basic factors which might enter into a career decision, whether it be short-term or long-range. Examples include: "What kind of a house are you planning to live in?", "What kinds of material luxuries do you want?", "Do you want marriage and/or children?", and "How much education do you want?". These kinds of decisions are introduced in a fun exercise, such that students may become aware of the kinds of factors that enter into career decisions.

Grade Level Specified: Secondary

Contributor: Mrs. Ginger McCabe
Career Development Center
South Brunswick High School
Major Rd.
Monmouth Junction, New Jersey 08852

B.4.6 A series of structured experiences has been developed and used in a life-planning group method. A leader and two to three other persons are grouped and follow a structured route in self-learning and work perception tasks designed to help group members organize and plan meaningful growth in their lives. The plans may then be tested at later dates to provide a group support method over time. This approach works well with disadvantaged populations.

Grade Level Specified: none

Contributor: Mr. Gerald Dudley
Indiana Career Resource Center
1205 S. Greenlawn Ave.
South Bend, Indiana 46615

C.1 -- The business-labor-industry community will provide observational, work experience, and work-study opportunities for students _and_ for those who educate students (teachers, counselors, and school administrators).

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.1 In Lafayette Parish, the business, labor, and industrial community unites with the School Board to provide cooperative programs through which students may obtain job skills and experiences in a business setting. Jobs are filled on a salaried basis, part-time or full-time. When undertaking such programs, care should be taken to insure that they are based on student interest and needs, as well as those of the community.

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

C.1.2 In the Work-a-Day Experience, sponsored by the Rotary Club, students indicate three businesses which they would like to visit for a day. Members of the Rotary Club and individual counselors match students with a business where a Rotarian has worked. He/she invites the student to "shadow" him/her for a day.

Grade Level Specified: 11-12

Contributor: Mrs. Elma C. Dorssett
Apex Exemplary Project
733 Fitzgerald Drive
Raleigh, North Carolina 27610

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.3 The Occupational Mix Program allows juniors and seniors to have 2 to 4 weeks released school time to work in various fields. Students are not to be paid or instructed in particular skills, but are to acquire a general picture of the skills, attitudes, and behaviors necessary to be successful in a work area. They are supervised by an "Occupational Mix" coordinator as well as their counselors. The program has been so successful over the past 2 years that we are hiring a full time coordinator so that students may be placed in jobs throughout the year.

Grade Level Specified: 11-12

Conbributor: Mr. David Weinraub
Principal, Scott High School
Coatesville Area School District
1515 E. Lincoln Hwy.
Coatesville, Pennsylvania 19320

C.1.4 The Youth Employment Services, Inc. (YES) assists in bringing together short-term and odd-job employers and students. The district program for gifted students includes "Executive Internship" placements and other shadowing experiences for a number of students.

Grade Level Specified: none

Contributor: Mr. James C. Talley
Director, Leon County Career
Education Program
925 Miccosukee Rd.
Tallahassee, Florida 32303

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.5 Our occupational schools program is designed to prepare special education students (handicapped) with skills that will enable them to obtain jobs. Lay persons with selected skills are contracted on an hourly basis to develop suitable skills for these youngsters. Areas involved include carpet laying, carpentering, automotives, and hotel housekeeping. The teacher, with the assistance of State office personnel, coordinates the training phase and is also responsible for job placement. In the past 3 years, the percentage of students who were able to obtain jobs upon graduation has ranged between 90% and 100%.

Grade Level Specified: Special Education Students

Contributor: Mr. Herbert Imanaka
Principal, Kaimuki High School
2705 Kaimuki Ave.
Honolulu, Hawaii 96816

C.1.6 With the help of a number of individuals, in and out of the educational field, we developed a slide presentation to explain what Career Education is, how business-labor-industry became a part of such a program, and give a description of the need behind their direct participation in the program. After these people had been introduced to what we were attempting to do, letters were sent out, asking if they would participate. Response has been excellent.

Grade Level Specified: Secondary

Contributor: Mr. Orville Jensen
Westside High School
86th and Pacific St.
Omaha, Nebraska 68114

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.7 The establishment of work-sample stations within the businesses in the community allow for skills and interest development begun in the Career Resource Laboratory. One period of 4-week voluntary employment is supervised by the employer and the school program coordinator. Participating employers and students receive preparatory instruction and submit work evaluations upon completion of a work interval.

Grade Level Specified: none

Contributor: Mr. John Filler
Pupil Personnel Director
Harwich Public Schools
Harwich, Massachusetts 02645

C.1.8 Senior High students were released from the school for a period of from 1 day to 5 full days. Armed with camera and tape recorders, they were asked to observe and to make a slide-tape presentation upon return. The original idea was to use the tape recorder to record reactions of persons within industry to their particular jobs; this did not work well, so students were asked to make their own ideas a part of the presentations. The project has met with great success.

Grade Level Specified: Secondary

Contributor: Dr. Ron Frye
Career Education Project Director
Cashmere School District #222
Cashmere, Washington 98815

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students *and* for those who educate students (teachers, counselors, and school administrators).

C.1.9 Younger students were sent out with parent volunteers to spend from 3 hours to 1 full day in a business or industrial establishment. The students were asked to return to the classroom to make a report on what was observed. Students were taken from the school to businesses by parent volunteers.

Grade Level Specified: Primary and Middle

Contributor: Dr. Ron Frye
Career Education Project Coordinator
Cashmere School District #222
Cashmere, Washington 98815

C.1.10 As a result of sharing with employers in the community, the Guidance Department and Chamber of Commerce agreed to set up a career exploration experience. This initially involved 25 students who had identified career interest areas. Students were sent letters by the Chamber, inviting them to spend 1 1/2 days with a company having opportunities in their career interest area. The program began with a short introduction, coffee, and rolls. The students were then taken to their company or business to learn and explore their career area. The program closed on a successful note with a lunch and brief speech by a local company president. It was successful enough to warrant expansion to involvement by 50 students next year.

Grade Level Specified: none

Contributor: Mr. Carl Thor
Coordinator of Career Education
Northampton Public Schools
Northampton, Massachusetts 01060

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.11 We developed a 1- to 3-day release program into the community for students in grades 9 through 12. Since it is a short-term release experience, it needs to have a good deal of structure tied into it and some degree of permanency in the work-related experience sites. After going through a series of preparatory steps, including experiences in self awareness, values clarification, research of occupational information, and decision making, the student chooses a site to visit from a list of approximately 60. He/she is urged to investigate on his/her own in the community for a site geared toward his/her interests if the list does not seem to fulfill them. Once a site has been chosen, a contract is drawn up between the counselor and student, dealing with the types of activities to be undertaken once at the site. A debriefing session with evaluation is used following completion of the experience.

Grade Level Specified: 9-12

Contributor: Dr. Henry Durand
Director of Career Education
McKeesport Area School District
Shaw Avenue and Locust St.
McKeesport, Pennsylvania 15132

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.12 A new program to be initiated is the "Work Experience Career Education Project for 14- and 15-year-olds"; these students have been identified by staff as potential dropouts. Results can be seen next spring. We have found that very few people respond to a written questionnaire when asked to be resource persons; dealing with community members on a one-to-one basis brings a much more positive response.

Grade Level Specified: 14- and 15-year-old students

Contributor: Ms. Dorothy Lawson
Director, Career Demonstration Center
Cumberland C.U. District #77
Rural Rt. #1
Toledo, Illinois 62468

C.1.13 Work experience is coordinated between the local community college and the local high schools. A coordinator was employed by the regional service center (Intermediate Education District); 20% of his salary is paid by the college and 80% by the secondary schools. His job is to emphasize public relations with the business-industry community, as well as to coordinate work experience coordinators at the college and high schools (approximately 70 people). He is not an authority figure, but rather a resource guide.

Grade Level Specified: Secondary

Contributor: Mr. Bill Manley
Regional Coordinator for Career Education
Lane Intermediate Education District
748 Pearl St.
Eugene, Oregon 97401

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students *and* for those who educate students (teachers, counselors, and school administrators).

C.1.14 Our junior high students are involved in community shadow studies. After assembling a list of community business people willing to cooperate, the teachers would ask for volunteers. Students filled out forms describing what they want to learn, and they complete post-questionnaires upon coming back from the shadowing experience. Employers have been impressed with the attitudes and questions that young people have. What a way to get involved!

Grade Level Specified: 6-9

Contributor: Ms. Maryann Spahni
811 Colony Ln.
Lincoln, Nebraska 68504

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.15 Resources utilized from the community provide information about employment and training. Manpower projections provided by EDD, U.S. Chambers of Commerce, and labor organizations concerned with career and vocational education are very helpful. We have attempted to develop a closer working relationship between the school and labor unions. We have also recognized that industry views the student as lacking basic skills and decision-making ability necessary to these occupations.

We have noted that study trips are more meaningful to students if they cover a full day and allow the student to pursue a one-to-one relationship with a worker. This way, the student receives a deeper knowledge of exactly what the worker does. Students are allowed and encouraged to pursue occupational study in communities both similar and unlike their own.

Grade Level Specified: none

Contributor: Ms. Mary Jane Sheeran
Career Education Consultant
Richmond Unified School District
1108 Bissell Avenue
Richmond, California 94802

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.16 Institute of Public Affairs Research (IPAR) is an organization of businesses in the Portland area responsible for coordinating the use of community resources by the school systems in the Portland area. Resources include speakers, observation, and work stations, as well as on-the-job interviews.

Grade Level Specified: none

Contributor: Ms. Kathy Williams
Area II Schools
2735 N.E. 82nd Avenue
Portland, Oregon 97205

C.1.17 A county-wide medical careers program provides clinical experiences for over 100 students. The community health care agencies and personnel have been extremely cooperative and involve students for a period of 20 weeks, 1 day per week, for 5 hours a day in the workings of health care facilities. The working arrangements provide a one-to-one relationship between professional and student.

Grade Level Specified: 11-12

Contributor: Mr. John Garth
Urbana School District #116
1704 E. Washington
Champaign-Urbana, Illinois 61801

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.18 The Chamber of Commerce and the Career Education Department worked cooperatively to enlist professions and businesses not ordinarily associated with typical diversified occupations, distributive education, and cooperative education programs. Objectives were to have these community professionals "adopt" students for periods of observation and work experiences. Students involved were mostly "college prep" kids, interested in law, medicine, and engineering, who would not normally be included in career internship experiences during the school day.

Grade Level Specified: Secondary

Contributor: Dr. Lee Bowen
Supervisor, Career Education
Prince Georges County Public Schools
Upper Marlboro, Maryland 20870

C.1.19 Job orders for students are developed through regular contacts made by the Information Placement and Follow-up personnel with employers, either directly, or through the Chamber of Commerce, the Career Education Policy Advisory Committee, and cooperative education teachers. These are added to those of the Job Bank Listings of the Florida State Employment Services whose service has been contracted for our project.

Grade Level Specified: Secondary

Contributor: Mr. James C. Talley
Director, Leon County Career
Education Program
925 Miccosukee Rd.
Tallahassee, Florida 32303

Implementation Task: The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

C.1.20 The Los Angeles County Alliance for Career Education and Industry Education Councils were devised with members from business, industry, government, and labor and represent more than 100 separate groups. The Alliance sponsors work experience, observational and work study activities for students of the Los Angeles City Schools, as well as a Career Expo '75 to provide career awareness information to 198,000 students. The Personnel Exchange Program allows teachers and counselors to explore work environments.

Grade Level Specified: none

Contributor: Mr. Robert A. Sampieri
Coordinator of Career Education
Los Angeles Unified School District
Los Angeles, California 90051

C.1.21 We have an active industry committee that is willing to give input and expand hands-on experiences for students through part-time employment. The group is most willing to offer its plant sites for field trip locations. In addition, group members are providing their facilities and personnel to assist the school in developing an extensive visual bank of materials to be utilized at the junior and senior high levels. The materials highlight work stations, student photographers take the slides, and many recent graduates from our schools are shown using work skills. When slides are ready, business personnel write a "dime store" description to be run simultaneously with the pictures on a separate slide. These materials are placed for use by students in study carrels to occupy free "dreaming time."

Grade Level Specified: Junior and Senior High

Contributor: Ms. Eileen M. Scott
Watertown Public Schools
Watertown, Wisconsin 53094

C.2 -- The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.1 The Community Index, the Yellow Pages of Volunteer Human Resources, has had nearly 1,000 resource people involved in classrooms, library, individual tutoring activities, and the scheduling of field trips. The results of the program have been excellent, and we have found that it is better to start small and expand, giving teachers and industry good public relations. When a teacher wants to use our services, he or she will fill out a resource person request form and provide us with a description of the type of resource desired, the date, the time, curriculum area, subject matter to be discussed, and the number of students. The teacher should allow 2 weeks for the service; the school volunteers office then selects a resource from the files and makes the phone contact. After the verbal commitment has been made, a written confirmation is sent to the resource person, teacher, and principal. When a teacher requests a resource we do not have on file, we attempt to locate it or a satisfactory substitute.

Grade Level Specified: none

Contributor: Mr. Norman Halis
Industrial Coordinator
Springfield Public Schools
Springfield, Massachusetts 01103

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.2 A resource list of business and community people was compiled and put on cards for easy distribution. Once a person expresses a desire to participate, his name, career, and other pertinent information is kept in each school in card file form so that ea[illegible] updating is possible.

Grade Level Specified: none

Contributor: Mr. R. Lawrence Liss
Director, Palm Beach County
Career Education Program
3323 Belvedere Rd., Bldg. 503
West Palm Beach, Florida 33406

C.2.3 We established a service group, called the Leon Service Volunteers (LSV), which is an organization composed of parents and others in the community giving of its time, knowledge, talents, and energies in order to improve the scope and depth of educational experiences offered students, K-12. LSV resource persons are available to assist any teacher who is planning a Career Education activity which would benefit from the use of one or more resource persons. After the teacher completes the original request form, the LSV coordinator institutes a search for the resource person, pulls cards of previously registered volunteers and/or searches out a new resource person from the community. LSV selects and obtains a commitment from the resource consultant.

Grade Level Specified: K-12

Contributor: Mr. James C. Talley
Director, Leon County Career
Education Program
925 Miccosukee Rd.
Tallahassee, Florida 32303

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.4 A Business and Industry Advisory Committee representing the 15 cluster areas recruits members to serve as speakers and to help develop an effective speakers list, a job site visitation list, and volunteers for almost any reasonable career concept activity. Results have been excellent, but it is important to give these people something to be responsible for.

Grade Level Specified: none

Contributor: Mr. John Glur
Director, Project WACOP
6000 W. Olive
Glendale, Arizona 85301

C.2.5 Invite a panel of representative career people in the community to talk with a faculty group. Ask the panel questions such as: "What do you expect from the workers you hire?", and "What skills if any, do your workers seem to be lacking?". Allow for panel and teacher interaction, and the meeting should allow teachers and community people to think about improving education together.

Grade Level Specified: none

Contributor: Mr. Glen Thomas
Helena High School
Helena, Montana 59601

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.6 We went to a local senior citizens group and asked them to work with students on a one-to-one personal basis. The resulting experiences made the senior citizens feel useful, while involving young people with persons in the community whom they would not usually contact.

Grade Level Specified: none

Contributor: Dr. Ron Frye
Career Education Project Director
Cashmere School District #222
Cashmere, Washington 98815

C.2.7 Members of business-industry-labor serve as consultants in curriculum development; for example, prior to developing units in economics for secondary students, the above-mentioned members were asked to identify areas which their experience showed them were not adequately covered in the school curriculum. These areas served as the content of the units. Before submission for class testing, the units were reviewed by members for relevance of content, balance, and general usability. Results of this cooperative curriculum development were gratifying in two ways: the instructional material is relevant, and teachers and business persons had an opportunity to meet on common ground to discuss and gain a mutual understanding of the problems and goals of each.

Grade Level Specified: none

Contributor: Mrs. Constance K. Carse
Coordinator, Career Development Program
Mansfield Board of Education
Mansfield, Ohio 44902

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.8 Law day was held so that the lawyers, policemen, fire chief, and firemen could talk to students about laws pertaining to their areas. Engineer day was also held for questions and answers from students to engineers in the community.

Grade Level Specified: none

Contributor: Ms. Carol Spickard
East Junior High School
900 S. Beverly
Casper, Wyoming 82601

C.2.9 Each student selects a teacher whom he/she feels understands him/her or whom he/she would like to get to know. This teacher selects a person from the community, either in relation to the student's interests or who has influenced him/her. The teacher meets with the student regularly (5 to 10 hours a week) along with the community "impact" person. The team seeks to help the student weigh the advantages and disadvantages of his/her career choices, to explore career opportunities, and to come to a better self-understanding.

Grade Level Specified: none

Contributor: Mr. Larry Bartek
c/o Ashland Public Schools
Ashland, Nebraska 68003

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.10 Employers in our area agreed to furnish "booths" in a classroom with hands-on tools and pictures, as well as equipment about their job areas. The materials were translated by our project staff into short lessons for 5th and 6th graders. Each student has a directed activity, as he looks, hears, touches, and responds to business and industry's contributions.

Grade Level Specified: 5-6

Contributor: Mrs. Virginia Lewis
George Washington Elementary School
1970 Meadowbrook Dr.
Syracuse, New York 13224

C.2.11 Our local gas and electric company constructed a "Career Wagon" for use in elementary schools. This was done in conjunction with our in-service program. Much publicity, public relations work, and cooperation by the school district staff, resulted in good "P.R." for both school and business. Students loved it.

Grade Level Specified: Elementary

Contributor: Mrs. Virginia Lewis
George Washington Elementary School
1970 Meadowbrook Dr.
Syracuse, New York 13224

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.12 Members of our business community have shared in orientation programs and in leading small group discussions on business-education dealings and feelings about youth. As a result, these people have given us more support than we have frequently been able to utilize. Business personnel serve as members of our Career Education Advisory Committee.

Grade Level Specified: none

Contributor: Ms. Betty Neuwirth
Hostermann Junior High School
5530 Zealand Avenue, North
Minneapolis, Minnesota 55422

C.2.13 We utilized the conference phone as a media to promote interaction between the community and the classroom. The telephone contains three microphones and an amplifier which makes it possible for a classroom to hear and participate in a telephone conversation/interview with community resource people. The Career Resource Center completed rental arrangements for the equipment, introduced equipment to principals of all corporation schools, was responsible for demonstration workshops in elementary schools, organized experimental conference calls in the high schools, and are in the process of producing a yellow pages directory of resource people.

Grade Level Specified: 1-12

Contributor: Mr. James Williams
Director, Career Resource Center
511 W. Spring St.
New Albany, Indiana 47150

Implementation Task: *The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.*

C.2.14 *Business, labor, industry, and professional community members have been involved in several projects to develop educational media for student use. Usually the company or business supplies the location and funds necessary, while the District provides the professional expertise for the production.*

Grade Level Specified: none

Contributor: *Mr. Bernard Novick*
Administration Bldg.
P.O. Box 428
School Street
Woodbridge, New Jersey 07095

C.2.15 *The establishment of an advisory board on Career Education, utilizing the opinions of members of the business community, may slow down the implementation process of the program in your district, but if longevity of the philosophy is sought, the goal is worth the sacrifice. We have also found through experience that community members are more willing to speak to students when the latter question them with issues that are of concern. Resource people do not enjoy having to prepare a presentation.*

Grade Level Specified: none

Contributor: *Mr. Tom Boldrey*
Joliet School District #86
420 N. Raynor Ave.
Joliet, Illinois 60925

Implementation Task: The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students.

C.2.16 Each librarian in the school district should have a resource speaker file so that teachers may readily find a resource person on any given area of class interest.

Grade Level Specified: none

Contributor: Ms. Laverne Kuehn
Oak Grove Elementary School
Conway Pike
North Little Rock, Arkansas 72118

C.2.17 Community businesses were contacted by "door-to-door" summer canvas. Two of the staff members interviewed members of the business-labor-industry community and had them fill out forms, telling at a glance the services offered. Civic clubs responded quickly when asked to act as speakers and resource persons; in fact, such clubs became competitive about giving service in career education. Women's clubs, PTA, and churck groups requested members of our staff to speak on career education. The community provided jobs and set up an advisory council to help set policy for career education.

Grade Level Specified: none

Contributor: Ms. Edna Krute
204 W. 4th Street
Sand Springs, Oklahoma 74063

C.3 -- The business-labor-industry community will participate in part-time and full-time job placement programs.

Implementation Task: The business-labor-industry community will participate in part-time and full-time job placement programs.

C.3.1 We do have an appreciation banquet for all the people involved in our work-study program, at the end of a school year. The banquet seems to expand the number of jobs that business persons provide each year; it also helps in securing additional places for work-experience students.

Grade Level Specified: none

Contributor: Mr. T.H. Mahan
Director, C.E. Project
Oakville Senior H.S.
5557 Milburn Rd.
St. Louis, Missouri 63125

C.3.2 Approximately 80 students from our high school participate in a work-study program, in which they are enrolled in school for four periods a day and may work in the community for 3 hours, while receiving both pay and credit for their work hours. Students usually find their own employment and then sign with the director for a work study contract. The Director becomes the supervisor for the student, checking weekly with the employer for a progress report. Senior students may become aids within the district, acting as teachers' aids or tutors in the elementary and junior high schools. They are released from school for a 3-hour period and are given course credit, but no pay.

Grade Level Specified: Elementary, Junior, Senior High

Contributor: Ms. Lois Carlile
175 W. Fifth St. South
Heber City, Utah 84032

C.4 -- The business-labor-industry community will participate actively and positively in programs designed to lead to reduction in worker alienation.

Implementation Task: The business-labor-industry community will participate actively and positively in programs designed to lead to reduction in worker alienation.

C.4 NO STATEMENTS SUBMITTED IN THIS AREA

C.5 -- The business-labor-industry community will participate in career education policy formulation.

Implementation Task: The business-labor-industry community will participate in career education policy formulation.

C.5.1 A series of 30 goal statements, relating to all elements of career development were placed on 3x5 cards. By either simulating or using community educators and student groups, the statements are placed in a hierarchy of importance. Using a Q-sort technique, each small group decides which goals are most important to consider at a specified grade/age level. The decisions are then transferred to overhead projector transparencies that can be stacked to show a concensus of goals to be considered in developing objectives and teaching units to reach the goals. The procedure allows a widely divergent series of groups to pool their ideas together.

Grade Level Specified: none

Contributor: Mr. Gerald Dudley
Director, Indiana Career Resource Center
1205 S. Greenlawn Avenue
South Bend, Indiana 46615

C.5.2 We developed an evaluation to measure effectiveness of our program from the employer's point of view. A one-page employer survey questionnaire was mailed to approximately 350 employers of students. These were randomly selected from out total list. At this point, 50% have been received in our office after being mailed initially in May 1974. The results are being tabulated presently.

Grade Level Specified: none

Contributor: Mr. James F. Clark
Director, Vocational/Technical Education
Dekalb County Schools
556 N. McDonough St.
Decatur, Georgia 30030

Implementation Task: *The business-labor-industry community will participate in career education policy formulation.*

C.5.3 *An advisory committee on Career Education, consisting of representatives from the business-labor-industry community, as well as educators, students, and parents, serves as a participant in policy decisions. Such a council can only be effective if it is not too large. Seven to ten people is a workable membership.*

Grade Level Specified: none

Contributor: *Mr. Robert Arceneaux*
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

C.5.4 *The District Goals Review Committee (175 total membership), composed of representatives of business, labor and industry, have participated for 2 years to establish the philosophy and goals for the Los Angeles Unified School District. Many of these statements relate directly to Career Education. The goals are supported by the Office of Comprehensive Career Education, and the District's Division of Instruction is currently planning strategies for implementation of the Committee's goals.*

Grade Level Specified: none

Contributor: *Mr. Robert A. Sampieri*
Coordinator of Comprehensive Career Education
Los Angeles Unified School District
Los Angeles, California 90051

D.1 -- Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.1 Career Center List of Materials was compiled in order for students and staff to have a list of available items in the Career Center. Bibliographies were designed for staff and students based on those materials available in the Career Center, Youth Opportunity Center (Oregon Employment Bureau), or the Area II Career Education Specialist's office. It is important that you screen materials and have them available to your people. Constant revision is necessary and spending a lot of money on printing is unnecessary waste. It is more important to have a current list than a pretty one. The Free Materials List is a very good source of printed materials that may be obtained for the price of a stamp. It is a great way to start an occupational file for a school resource center. It will be necessary to keep a record of materials received and to be sure that addresses are checked and corrected. This is a continuous process and should include revisions to be sent out every 2 to 3 years.

Grade Level Specified: none

Contributor: Ms. Cathy Williams
MAAPS Coordinator
2735 N.E. 82nd Ave.
Portland, Oregon 97220

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.2 A guidance counselor acts as resource person for several specified teachers in one subject area. The counselor offers suggestions and then works with the Career Information Center staff to obtain speakers, field trips, and other related material.

Grade Level Specified: none

Contributor: Mr. George Meyer
Project Director
Washington School
141 French St.
New Brunswick, New Jersey 08901

D.1.3 In-service was held for teachers on a one-to-one basis with counselors; curriculum units were developed to include resource materials, personnel from business and industry, and field trips which would show the relationship of work with the discipline being taught. Children were found to show a higher level of interest in subject matter which was reflected in class performance; knowledge of related work activities was increased. We found that working with teachers on a one-to-one basis or in small groups of one to three at the same grade level resulted in a more concrete commitment to carry out the career education principles and procedures in the classroom.

Grade Level Specified: none

Contributor: Mr. Oliver J. Jones, Coordinator
Career Development Program
Cleveland City Schools
1380 E. Sixth St.
Cleveland, Ohio 44114

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.4 Sample lessons are taught by the counselor at the request of any teacher who desires help. Many teachers demonstrate lessons for counselor and other teachers. As a resource person, the counselor provides informational materials, teacher demonstrations, and assistance in writing up integrated lesson plans.

Grade Level Specified: none

Contributor: Mr. Oliver J. Jones, Coordinator
Career Development Program
Cleveland City Schools
1380 E. Sixth St.
Cleveland, Ohio 44114

D.1.5 Team teach as the integrated portion of the curriculum indicates. A counselor can take students in and out of class and may even relieve the teacher for a class period. Guidance must play a liaison role; staff may be asked to be consultants, public relations people, bus drivers, and counselors to both teachers and students.

Grade Level Specified: none

Contributor: Ms. Ruth Samsel
Crossroads School
Georges Rd.
Monmouth Junction, New Jersey 08852

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.6 Our approach to promoting Career Education within the existing class structure is best described as "soft sell." Secondary staff are skeptical of big deals and get upset easily if they feel pressured. Our approach is to work quietly with those teachers who are interested, hoping that over a period of time, a growing number will participate. A second bit of strategy is that our guidance staff act as assistants or resource persons; we do not take over the class. Career education goals are not well served if in your efforts, teachers are passively involved or even physically absent. Guidance personnel should act as resource persons; most counselors have had some background in the psychology of career development, and some teachers have no such orientation. This is an obvious opening for the former to get a little career education going.

Grade Level Specified: none

Contributor: Mr. Ken Gray
Mt. Ararat School
Topsham, Maine 04068

D.1.7 Madison Goals Statement and Madison High School Career Education Grades 9-12 Chart were both designed and written by staff. The first is used as the basis for all curriculum development. The second is a visual for students to aid them in understanding their progression through the high school.

Grade Level Specified: 9-12

Contributor: Mrs. Sue Bushnell
Vice-Principal, Madison High School
2735 N.E. 82nd
Portland, Oregon 97220

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.8 Career Interest Survey sheets were handed out to each student to be taken home and signed by parents. They were to make the home aware of the program taking place in the school. Each student was to indicate his preference by putting down choices 1, 2, or 3. Data assessment showed 22 occupations chosen by students. Speakers from the community, representing each area, were invited. A random survey was taken to determine the effectiveness of the program. We found that effectiveness would have been greater had an orientation been given first to make sounder judgements on selection of areas of interest. Teachers had not been completely clear on the objectives and use of survey forms, and a number of forms were missing. After an orientation to the program, functioning was much cleaner and more uniform.

Grade Level Specified: none

Contributor: Mr. Norman Halls
Industrial Coordinator
Springfield Public Schools
Springfield, Massachusetts 01103

D.1.9 Counselors studied various teachers' guides in the Career Education materials and correlated specific guidance activities which could be used to support or extent the program. Teachers were oriented to the role of guidance as a supportive service. We have found that such a program promotes more group counseling and classroom guidance activities, because teachers understand the guidance role. Personal contact with the counselor has increased students' requests for individual assistance.

Grade Level Specified: none

Contributor: Mr. James C. Talley
Director, Leon County
Career Education Program
925 Miccosukee Rd.
Tallahassee, Florida 32303

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.10 Career education presents a good time for counselors to expand and strengthen their role as consultant to the classroom teacher. Counselor and teacher work together in implementing career development themes into existing subject matter. The two coordinate and write the unit and curriculum materials. Counselors also help teachers with activities in the classroom that are affectively-oriented or utilize group processes with which the teachers feel uncomfortable. Counselors also conduct the work-related experience, a 1-day release program at the elementary level, which provides students with adult models in the world of work.

Grade Level Specified: Elementary

Contributor: Dr. Henry Durand
Director, McKeesport Area Career Education Program
Shaw Avenue and Locust St.
McKeesport, Pennsylvania 15132

D.1.11 P.A.C.T. (Positive Alternative Counseling Triad) is a program which brings local, State, and county personnel together to work with students with special behavioral problems and who are having trouble functioning in the traditional school setting. One half day is spent in school, where the student receives personal and group counseling and develops skills in reading and math. The other half day is spent at the vocational school attending various programs. Fridays are for field trips which focus on cultural and career development.

Grade Level Specified: none

Contributor: Mr. Keith Wilkenson, Principal
Red Wing Twin Bluff Jr. High School
Red Wing, Minnesota 55066

Implementation Task: Counseling and guidance personnel will help classroom teachers implement career education in the classroom.

D.1.12 A career interest survey was developed and administered to students. Results were used to develop a profile for each student, which in turn was used to help determine the mini-courses offered to 8th grade classes. These mini-courses focus on the job clusters in which students have expressed the greatest interest. They involve hands-on activities in the exploration of a variety of careers.

Grade Level Specified: none

Contributor: Ms. Susan Klaiber
Somersworth High School
Somerworth, New Hampshire 03878

D.1.13 Madison has developed a Guidance Model for next year. It includes file folders, parent materials, student interest surveys, tests, counselor responsibilities, teacher responsibilities, coordinator's roles, and facilities. The Model is designed to assist all students from entry through exit, placement at graduation, or termination of the high school program. It is hoped that those students who desire assistance after having left Madison will be able to come back for needed advice.

Grade Level Specified: none

Contributor: Mrs. Sue Bushnell
Vice Principal, Madison High School
2735 N.E. 82nd
Portland, Oregon 97220

Implementation Task: *Counseling and guidance personnel will help classroom teachers implement career education in the classroom.*

D.1.14 *Counselors in the WACOP project (high school) work closely with teachers in material dissemination in all subject matter areas. They are given media-center in-service training and put through a career education orientation session.*

Grade Level Specified: High School

Contributor: *Mr. John Glur*
WACOP Program
6000 W. Olive
Glendale, Arizona 85301

D.1.15 *A series of 15 newsletters will be distributed to teachers throughout the year. The newsletters, each focus upon one of the occupational clusters identified by the U.S.O.E. Local career education activities will be highlighted, as well as related materials and community resources.*

Grade Level Specified: none

Contributor: *Mrs. Kaye Hamn*
Pueblo Public Schools
P.O. Box 3038
Pueblo, Colorado 81004

D.2 -- Counseling and guidance personnel will serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

Implementation Task: *Counseling and guidance personnel will serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.*

D.2.1 *To prepare the student for an understanding and appreciation of adult leisure time activities, have the class make a list of volunteer work agencies to be found in the community, such as the Boy Scouts, Girl Scouts, Little League, Community Action Council, and then research the reasons for participating in such activities and the rewards received from doing this kind of volunteer work.*

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

D.2.2 *Project Shadow was developed in order to acquaint counselors and teachers with the actual world of work. Under the leadership of Chamber of Commerce personnel, business and industry firms agreed to employ school division personnel for a 6-week period during the summer. School personnel were paid for the experience. Counselors and other school staff became familiar with the actual work requirements, working conditions, and attitudes of people on the job. They were able to observe just how education may be related to the job market.*

Grade Level Specified: none

Contributor: Mr. Sanford Snider
Henrico County Schools
P.O. Box 40
Highland Springs, Virginia 23075

Implementation Task: Counseling and guidance personnel will serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

D.2.3 The Florida Legislature recognized as a significant and rather frequently identified problem, the assignment of counselors to many tasks unrelated to guidance. Further, these lawmakers asserted that the training and experiemtial backgrounds of many counselors inadequately prepared them for job placement responsibilities, as compared to their preparation for educational placement tasks. The legislative response was the creation of the position of the Occupational Specialist, recently retitled Occupational Placement Specialist, to assist counselors in this guidance responsibility.

Grade Level Specified: none

Contributor: Mr. James C. Talley
Director, Leon District Project
925 Miccosukee Rd.
Tallahassee, Florida 32303

D.3 -- Counseling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

Implementation Task: Counseling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

D.3.1 We have found it useful to work with parents in groups, showing them how to use values clarification and decision-making skills in the home.

Grade Level Specified: none

Contributor: Mrs. Myrtle Hunt, Director
Pinellas County Career Education Project
3230 Ninth Avenue, South
St. Petersburg, Florida 33711

D.3.2 We introduced the Career Education concept at the PTA meeting and explained how the home could become involved in the total program. Using the Bell Conference telephone, a 6th grade class interviewed Captain Kangaroo at a school open house. Parents were able to observe how students were continuously asking career-related questions.

Grade Level Specified: 6th

Contributor: Mrs. Doris Miller
Clarksville Community Schools
101 Ettels Ln.
Clarksville, Indiana 47130

Implementation Task: Counseling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

D.3.3 Following a class discussion on decision-making and goal-setting, students were asked to take home a short self-rating sheet on their first full-time job-school, as well as a series of individual goals. Following completion of the goals, an appointment was set for the 7th grade student to meet with his counselor and his parents to discuss his responses. Over 75% of the parents were represented at the interviews. On a rating sheet filled out by the counselor at the end of the interviews, less than 1% of the parents reacted less than positively. An independent evaluator stated that parents exerted a positive influence on career orientation by helping their children with career decisions. He also reported that students whose parents had been of assistance in career decision-making and had completed a greater number of vocational experiences.

Grade Level Specified: 7th

Contributor: Dr. Stan Leavitt, Director
Alpine School District
50 North Center
American Fork, Utah 84003

D.3.4 Home visitations were made in relation to work experience placements by guidance personnel. It is important to involve parents to as great an extent as possible to help develop career education activities in the school.

Grade Level Specified: none

Contributor: Mrs. Mary Louise Klaus
105 Adair Street
Beckley, West Virginia 25801

D.4 -- Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions.

Implementation Task: Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions.

D.4.1 A computerized and hand-operated needle-sort system is used to help students in 7th grade through the community college level, as well as adults, in determining what occupations are appropriate to their needs. A 25-question, self-reporting questionnaire is used. Students can also obtain occupational descriptions, educational and training opportunities, and resource personnel in the local community, who can be contacted for interviews. All system information is localized, regularly updated, and consistent with Department of Labor information. Approximately two-thirds of all students in Oregon will have access to this system during the 1974-5 school year. It is a good process tool for career decision-making.

Grade Level Specified: 7-adult

Contributor: Oregon Career Information System
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

D.4.2 A credited elective was offered to interest 10-12 graders. Emphasizing areas such as: listening, feedback, facilitating discussion, and conducting groups, the program trains students to work with their fellow students. Results have seen a more active participation by students in the counseling program, as well as healthier personal growth. Students involved exhibited a more active involvement in problems of their peer group.

Grade Level Specified: 10-12

Contributor: Mr. R. Walsh
Winnacunnet High School
Hampton, New Hampshire 03842

Implementation Task: Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions.

D.4.3 A 9-week course (18 sessions) will be conducted by counselors, focusing on the development of attitudes and values, decision-making, and the world of work. The course will be required of all freshmen. An 8-week (8 sessions) course for use in sophomore English classes will focus on career exploration and will attempt to acquaint students with factors affecting career choice.

Grade Level Specified: 9-10

Contributor: Mr. R. Walsh
Winnacunnet High School
Hampton, New Hampshire 03842

D.4.4 Counselors plan and coordinate two to three career conferences each week from October to April. Such a program is held in lieu of one big Career Day. Our evaluations have indicated this to be a better approach for our students than one big day affair.

Grade Level Specified: none

Contributor: Ms. Reba M. Clark
Vestavia Hills Public Schools
Vestavia Hills, Alabama 35216

D.5 -- Counseling and guidance personnel will participate in part-time and full-time job placement programs and in followup studies of former students.

Implementation Task: Counseling and guidance personnel will participate in part-time and full-time job placement programs and in followup studies of former students.

D.5.1 We conducted a 10-year survey, dating back to 1961. Results showed a need to do more in presenting career information to our students. Departments in the school were identified which needed to work on this aspect of curriculum. The information gained was used in developing the overall program and identified for us, the areas where we needed the most work.

Grade Level Specified: none

Contributor: Mr. T.J. Mahan
Director, Career Education Project
Oakville Senior High School
5557 Milburn Road
St. Louis, Missouri 63125

D.5.2 Guidance counselors follow-up the careers of graduates through college using access to families of students and by personal letters and phone calls. Reports are regularly prepared for the school board and faculty so that the school can know whether the preparation it supplies is satisfactory.

Grade Level Specified: none

Contributor: Ms. Ellen Fitzgerald
Brandywine High School
1400 Faulk Rd.
Wilmington, Delaware 19803

Implementation Task: Counseling and guidance personnel will participate in part-time and full-time job placement programs and in followup studies of former students.

D.5.3 Our placement effort for students from grades 7 to 12 includes the "Rent-A-Kid" program. Primarily for junior high students, the program offers students odd jobs as lawn mowing and snow shoveling within the community.

Grade Level Specified: 7-12

Contributor: Mr. Richard Gabriel
Coordinator of Career Education
Des Moines Independent School District
1800 Grand Avenue
Des Moines, Iowa 50307

D.5.4 Effective job placement depends on getting to know the kids and having them learn to trust the placement personnel. Thus, we do not believe that placement programs which are external to the school can really do the job. In the model developed at Mt. Ararat, one counselor has taken full-time responsibility for job development. This person spends much of her time in the business community, and as time allows, she also does job counseling. The other guidance personnel take responsibility for student development through job seminars.

Grade Level Specified: none

Contributor: Mr. Ken Gray
Mt. Ararat School
Topsham, Maine 04086

Implementation Task: Counseling and guidance personnel will participate in part-time and full-time job placement programs and in followup studies of former students.

D.5.5 A certified counselor acts as a job placement officer at the senior high school. His assigned counseling load is very light. His major duties are part-time and full-time job placement, conducting followup studies of graduates, and conducting a needs-assessment of the local labor market. The job placement officer can get a good deal of mileage from the Bureau of Employment Security and from contacts with other local and State governmental agencies who have control over large banks of job information. A well-functioning system of public relations and communication with the student population is a must. Strategically-placed bulletin boards, indicating available jobs, as well as students who have successfully obtained jobs, can be set up. The job placement officer can give these students visibility. Follow-up studies were done on former students, 6 months after graduation; two mailings, plus a follow-up telephone campaign, brought close to 90% returns. Our experience has taught that it does not pay to try to survey the entire job market. We only survey areas for needs-assessment which include those employers who are already working with the school or which we suspect, according to Manpower projections, would have some type of job demand in the local area.

Grade Level Specified: Senior High

Contributor:
Dr. Henry Durand
Director, Career Education
McKeesport Area School District
Shaw Avenue and Locust Street
McKeesport, Pennsylvania 15132

Implementation Task: *Counseling and guidance personnel will participate in part-time and full-time job placement programs and in followup studies of former students.*

D.5.6 *A needs-assessment model was designed to ascertain through questionnaires, student, former graduate, parent, and faculty opinions of the existing curriculum and the changes envisioned as necessary. Students in grades 10-12 were then tested for vocational aptitude using the ASVAB. Results of the tests were shared with participating students on an individual basis by members of the research team. During individual conferences, it was learned that test results had seldom been given to students in the past; students, it seemed, were vitally interested in discussing their aptitudes and interests. The majority felt insecure about their abilities and exhibited poor self-concepts. We are addressing ourselves to these findings by enabling faculty to continue infusing career education into each subject matter area.*

Grade Level Specified: 10-12

Contributor: Mrs. Carol Johnson
D'Iberville Junior-Senior High School
Route 6, Bos 435
North Biloxi, Mississippi 39352

E.1 -- The home and family members where pupils reside will help pupils acquire and practice good work habits.

Implementation Task: The home and family members where pupils reside will help pupils acquire and practice good work habits.

E.1.1 A Parent Advisory Council has been organized by project staff. This group backs up student activities and assists with communication and dissemination of the project concept within the community. It is a good idea to have the area PTA president serve on your advisory committee.

Grade Level Specified: none

Contributor: Dr. Verd Firchner
Career Education Coordinator
Clark County School District
2802 E. Flamingo Rd.
Las Vegas, Nevada 89121

E.1.2 On an experimental basis, parents have been part of a one-to-one "mentor" relationship with elementary school students who have been identified as gifted. It was hoped that parents who work in an area allied to a strength, interest, or ability of a particular student might be a valuable extension of our program. We found that an overwhelming majority of the parents contacted were very enthusiastic and wanted to take part.

A 9th grade "mini-course" of approximately 3 weeks has been prepared by teachers with emphasis on an on-the-job experience with parents or a close relative or friend. Many young people know very little about their parents' actual work, and the experience provides an impetus for home discussions of careers.

Grade Level Specified: Elementary & 9th grade

Contributors: Dr. Stan Leavitt, Director
Alpine School District
50 North Center
American Fork, Utah 84003

Dr. Bernard Novick
Director, Woodbridge Township
School District
P.O. Box 428, Administration Bldg.
School Street
Woodbridge, New Jersey 07095

Implementation Task: The home and family members where pupils reside will help pupils acquire and practice good work habits.

E.1.3 Younger students were asked to go home and ask about their parents' occupations, for the purpose of sharing information with other students. They were to bring any tools or specified devices with them, which could help to illustrate their parents' jobs. As a result of the discussions initiated through this activity at home, students were asked to go home and deliberately start a discussion at the dinner table, focusing on the kinds of things that parents received from their work, other than money.

Grade Level Specified: none

Contributor: Dr. Ron Frye
Career Education Project Director
Cashmere School District #222
Cashmere, Washington 98815

E.1.4 Before any career education program begins, a parent orientation should be held. We stress positive aspects of pupil behavior and how youngsters can profit from the program. Open discussion is encouraged, and a relaxed atmosphere is important. Follow-up meetings are held periodically throughout the year. Parents are asked to complete an evaluation form every 2 months; they are to note any changes in behavior or attitude that they feel are a result of the program. Additional comments are encouraged. Workshops for parents are a good idea; parent study groups have been organized to promote an understanding of Adlerian psychology. Counselors use these sessions to help parents see their role in teaching work habits, responsibility, and socially acceptable behavior.

Grade Level Specified: none

Contributor: Mr. Monroe B. Gerhart
New Castle-Gunning Bedford
School District
Blount Rd.
New Castle, Delaware 19720

E.2 -- The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work.

Implementation Task: The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work.

E.2.1 A pre-school program for children aged 2-5 from low income families is in operation. It contains a basic career concept; emphasis is placed on development of positive social values and attitudes toward work. This is a full-time facility for children whose parents are involved in upgrading their career skills and basic academic skills.

Grade Level Specified: Pre-school

Contributor: Mr. John Garth
Director, Vocational and Technical Education
Urbana School District #116
1704 E. Washington
Urbana, Illinois 61801

E.2.2 In our third grade classroom, every week, different parents were invited to come and visit. The child of the invited parent became the "Child of the Week." Children in the class were taught to write invitations and wrote friendly letters to the "Child of the Week," telling him what they liked about him. This really bolstered the child's self-image. Parents related their own work attitudes and experiences, helping students to develop a set of their own work values.

Grade Level Specified: 3

Contributor: Ms. Eileen Scott
Director of Guidance
Watertown Public Schools
Watertown, Wisconsin 53094

Implementation Task: The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work.

E.2.3 A form was sent home with students in the middle grade levels to explain what could be done by the parent in the summer to continue and enrich career development concepts. Suggestions included games to be played during vacations while touring in the automobile, places to go locally on tours, and the kinds of materials one should look for in the community.

Grade Level Specified: Middle School

Contributor: Mr. Jack Ford, Supervisor
Career Development Program
Cincinnati City Schools
230 E. Ninth St.
Cincinnati, Ohio 45202

E.3 -- The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

Implementation Task: The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

E.3.1 Career nights and college nights should be attended by parents as well as students. The school should make every effort to get the parents to attend. Letters, phone calls, and media advertising are in order.

Grade Level Specified: none

Contributor: Mr. James Fitzpatrick
Director of Career Education
Helena Public Schools
Helena, Montana 59601

E.3.2 Parents should expose children to a variety of daily, life-sustaining experiences like allowing children to pay bills, write checks, balance a checkbook. Such activities should be integrated with related subjects in the classroom. Mathematics can be treated in many exciting ways.

Grade Level Specified: none

Contributor: Charles E. Browne
Lee's Summit School District
Lee's Summit, Missouri 64063

Implementation Task: The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

E.3.3 Children are encouraged to take cassette recorders home to interview parents about their job roles. Parents, in turn, call in neighbors and relatives to provide further opportunities for job exploration. Parents have taken responsibility in acquainting their children with most interesting occupations and worker roles.

Grade Level Specified: K-6

Contributor: Mrs. Barbara Ordway
Director of Career Education (K-6)
City of Burlington School Dept.
Ira Allen School
Burlington, Vermont 05401

E.3.4 As a result of students talking about their career education experiences at home, a number of parents have come to our career resource center in order to re-evaluate their own values, interests, and strengths. We help them as much as possible and then refer them to the Community Career Counseling Center in our community.

Grade Level Specified: none

Contributor: Ms. Betty Neuwirth
Hostermann Jr. High School
5530 Zealand Avenue, North
Minneapolis, Minnesota 55422

Implementation Task: The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

E.3.5 In the elementary schools, I request opportunities to speak with P.T.A. and civic groups for the purpose of making parents and community leaders aware of career development opportunities now provided within our schools. It is important to communicate the importance and responsibility of teamwork between the school and the home.

Grade Level Specified: Elementary

Contributor: Ms. Laverne Kuehn
Oak Grove Elementary School
Conway Pike
North Little Rock, Arkansas 72118

E.3.6 Develop a questionnaire for all parents. It should determine the kinds of expertise inherent in the community that would be of use and available to the classroom.

Grade Level Specified: none

Contributor: Mr. Roland Cross
Asst. Superintendent
Oregon Consolidated Schools
200 N. Main Street
Oregon, Wisconsin 53575

Implementation Task: The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

E.3.7 Many in a family, from grandparents to distant cousins, may be useful as resource people. Any visitor from afar was asked about his occupation and brought to school for "show and tell." Families loved their pictures in the local press and live T.V. coverage. Kids enjoy seeing color slides. We found that the whole school became public relations-oriented, after teachers began to use the local press for reporting particular career-oriented activities.

Grade Level Specified: none

Contributor: Edna Krute
204 W. 44th St.
Sand Springs, Oklahoma 74063

E.3.8 During "Kinweek," parents of elementary and middle level students were invited to speak to their child's class. Parents also served as chaperones on field trips and as consultants to counselors, regarding their child's career choices.

Grade Level Specified: Elementary & Middle

Contributor: Mrs. Emma C. Dorssett
Apex Exemplary Project
733 Fitzgerald Drive
Raleigh, North Carolina 27610

Implementation Task: The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

E.3.9 Meetings were held to orient and update parents on career development information. Each building principal was required to name one parent as a representative to the initial 2-day orientation workshop. Parents sit in on curriculum-writing workshops, and with teachers, review resource materials, as they are written: They occupy an advisory position only, not a policy-making one. Informational letters, enclosed with report cards, are sent to explain the career education program.

Grade Level Specified: none

Contributor: Mrs. Virginia Lewis
George Washington Elementary School
1970 Meadowbrook Drive
Syracuse, New York 13224

E.3.10 Parents should provide encouragement and not pressure, so that children engage in educational pursuits of their own choosing. They should expose youngsters to as many role models representing as broad a range of occupational ladders and lattices as possible. Most important, parents should be supportive as students make decisions. We have found that efforts should be made to keep parents in touch with the schools. Representatives from business must be gathered to aid those from ethnic minority backgrounds in the successful pursuit of career experiences. Parents who have special influence within the community should be sought out and involved in the career education effort.

Grade Level Specified: none

Contributor: Ms. Mary Jane Sheeran
Career Education Consultant
Richmond Unified School District
1108 Bissell Avenue
Richmond, California 94802

F.1 -- Educational administrators and school boards will emphasize career education as a priority goal.

Implementation Task: Educational administrators and school boards will emphasize career education as a priority goal.

F.1.1 A system-wide "idea exchange" Career Education Newsletter was developed. Scheduled radio tapes, each highlighting a distinct aspect of career education, were created.

Grade Level Specified: none

Contributor: Mr. Thomas Miller
Coordinator, Career Education
East Baton Rouge Parish Schools
1676 Glasgow Avenue
Baton Rouge, Louisiana 70808

F.1.2 The Department of Occupational Education was established in 1971; special emphasis was then placed on career education. A director and three coordinators were appointed to develop curriculum and conduct workshops in career education activities in the elementary schools. A District commitment of $200,000 for program development was made for 3 years of career education.

Grade Level Specified: Elementary

Contributor: Mr. Tom Hodgson
Seattle Public Schools
Seattle, Washington 98155

Implementation Task: Educational administrators and school boards will emphasize career education as a priority goal.

F.1.3 The Board of Education put a resolution into the minutes by passing a statement in 1970, to "Reorganize the entire curriculum to make career education an integral part of all instruction."

Grade Level Specified: none

Contributor: Mrs. V. Lewis
George Washington Elementary School
1970 Meadowbrook Dr.
Syracuse, New York 13224

F.1.4 Before outside funding is received, several advisory councils should be set up through administrative efforts to help develop a sound policy along with the Board of Education. The commitment of local funds to areas of the career education effort that will ensure its continuance as an integral part of the instructional program is important. Curriculum revision should be based on integrating career education into existing subject matter, rather than reshuffling subject concepts around the development of career education units.

Grade Level Specified: none

Contributor: Mr. H. Dale Holden
Director, Career Education Project
School District 2 of Richland County
6831 Brookfield Rd.
Columbia, South Carolina 29206

Implementation Task: Educational administrators and school boards will emphasize career education as a priority goal.

F.1.5 A report is updated quarterly to the School Board. By keeping that body informed of our activities and by keeping it actively involved, our project has been ensured of administrative support. This past year saw the end of our total State funding for the career education project; our Board voted 6 to 1 in favor of taking over the cost. The total involvement of the Board in career education has given it a feeling of responsibility for its success or failure. That support has played a determining factor in the success of the project.

Grade Level Specified: none

Contributor: Mrs. Dianne Coward
Liberal Public Schools
P.O. Box 949
Liberal, Kansas 67901

F.1.6 The top administrators in the district were approached with career education and were receptive; articles were continually passed on to these people, and presentations were made to the school board. Permission was granted to conduct a pilot program, and a very liberal budget was set up for career education. The vocational director was given the responsibility of getting the program underway. Principals were introduced to career education during an administrators' seminar. When choosing schools for the pilot program, principals' interest in career education was a primary consideration. As a result, principals became leaders in the program, not only in their schools, but within the community.

Grade Level Specified: none

Contributor: Mr. David Pullias
400 S. Greenville
Richardson, Texas 75080

Implementation Task: Educational administrators and school boards will emphasize career education as a priority goal.

F.1.7 To establish career education as a priority goal, one must:

1) secure funds for implementation on both State and local levels
2) obtain program support
3) hire two staff persons
   a) K-8 career coordinator
   b) 9-12 guidance specialist
4) use PTA and community leaders to help in formulating policy

Grade Level Specified: K-12

Contributor: Mr. Henry F. Stockonal, Jr.
15 Woodcrest Rd.
Seymour, Connecticut 06483

F.1.8 The first task to be completed in the implementation of the career education concept is a statement of support and commitment from the school board. Its position will provide direction and priority status necessary to involve staff in the developmental process. The statement adopted by the local board of education eliminates the need for debating "if or when" and permits focusing attention on "how."

Grade Level Specified: none

Contributor: Mr. Wesley Carlson
Superintendent of Schools
Humboldt Community School District
Humboldt, Louisiana 50548

Implementation Task: Educational administrators and school boards will emphasize career education as a priority goal.

F.1.9 Dissemination of information to the city-wide school population concerning the progress, activities, and needs of the career education pilot school is helpful in convincing a board to opt for career education. We include achievements, accomplishments, and service of staff and teachers as well as pupils in these bulletins. Administrators seem to have gotten a great deal from these; many sent in articles for the staff to include.

Grade Level Specified: none

Contributor: Ms. Marie Burrow
Director, Career Education Project
1517 S. Theresa
St. Louis, Missouri 63104

F.1.10 It is a must to get your goals down in writing and adopted by the school board. Most school boards still think that career education is another name for vocational education.

Grade Level Specified: none

Contributor: Mr. George King
Supervisor, Career Education
Boise School District
1207 Fort St.
Boise, Idaho 83702

Implementation Task: Educational administrators and school boards will emphasize career education as a priority goal.

F.1.11 Periodic reporting to the school board includes materials development, implementation strategies, and evaluation reports. Individual students have invited board members to visit classes. This has resulted in a good and receptive attitude toward career education on the part of the board and it has been adopted as top priority for our district. We have found that if staff develop a time line for reporting activities to the school board, the board responds favorably to the progression of career education development.

Grade Level Specified: none

Contributor: Ms. V. Lish
Ceres Unified School District
P.O. Box 307
Ceres, California 95307

F.2 -- Educational administrators and school boards will provide leadership and direction to the career education program.

Implementation Task: Educational administrators and school boards will provide leadership and direction to the career education program.

F.2.1 Introduction to Long Range Planning, Area II Operational Chart, Local Attendance Area Planning Systems Guide (MAAPS), Area II Local Attendance Planning 1973-4 (Year One Priority and Assessment Scale), and Madison High School 5-Yr. Plan are all part of a well-organized plan for implementation and coordination of a total career education program. Yearly revision for any 5-year plan is necessary. The Annual and Long Range Plan for Portland Public Schools provides a frame of reference for planning and implementing career education. It is also a basis for setting financial priorities and funding.

Grade Level Specified: none

Contributors: Mr. Leroy Wallis
Area II Career Education Specialist
8020 N.E. Tillamook St.
Portland, Oregon 97213

Mr. Marv Rasmussen
Director of Career Education
631 N.E. Clackamas St.
Portland, Oregon 97232

Implementation Task: Educational administrators and school boards will provide leadership and direction to the career education program.

F.2.2 An extremely important facet of the successful implementation of career education into the regular school program is the support of school boards and administrators in an educational organization. The school board and the administration should go on record publically as endorsing career education and placing it as a district priority. This lends full support and the power needed to implement any educational element. In addition, a management plan should be an integral part of any career education project and should be prepared by school personnel (this is usually prepared by administrators). This management plan is made up of an improvised PERT plan which includes all tasks which must be accomplished for the successful completion of the project. A definition of roles (which is accomplished through the writing of process objectives) for each of the positions in the career education project and of the development of monitoring devices to make sure that the tasks set forth are carried out by each of the persons responsible for its completion, also increased the success of the project.

Grade Level Specified: none

Contributor: Norman Payne
Andrews Independent School District
405 Northwest 3rd Street
Andrews, Texas

Implementation Task: Educational administrators and school boards will provide leadership and direction to the career education program.

F.2.3 Funding and community support will depend upon the ability of school staff to communicate the effectiveness and appropriateness of a Career Education Program. Administrators must provide knowledge of staff capabilities and identification of roles and expectations, in order for community support and involvement to occur. Administrators must also be aware of district needs and resources available. It is mandatory to agree on a definition of career education to establish acceptance from both school and community; administrators must therefore provide structure in the school day for teachers to develop effective instructional approaches, both individual and interdisciplinary. They must provide time and resources to allow inservice training and the development of curriculum materials. Participants in the program must be informed of their roles. Implementation should be carried out in small, carefully-planned steps; staff development should be an ongoing process, rather than a one-time experience. Adequate provisions for accountability, including evaluation at both intermediate curriculum development stages and summary periods, should be made.

Grade Level Specified: none

Contributor: Ms. Mary Jane Sheeran
Richmond Unified School District
1108 Bissell Ave.
Richmond, California 94802

Implementation Task: Educational administrators and school boards will provide leadership and direction to the career education program.

F.2.4 An innovative idea which catches the eye of both students and community members is to purchase or create "Career Power" buttons. People will notice them and will begin to think about careers and their own career futures.

Grade Level Specified: none

Contributor: Mr. George Meyer
Project Director, Washington School
141 French St.
New Brunswick, New Jersey 08901

F.2.5 One lesson learned by our program at McKeesport was the fact that project personnel represent "staff," and principals represent "line." Our original push and emphasis in the academic area had been formulated and designed without very much principal input. As a result, the career education staff was always seen as "the outsider," who was imposing "its" program on the building principals. During the second year of the project, the career education staff considered building a practical arts component to the career education program at the junior high level. The component would take the place of home economics and industrial arts and would add business and office education to the 7th, 8th, and 9th grades. Principals of the buildings were involved in planning from the beginning. A successful program was developed as a result of the principals' attitude that the program was their own.

Grade Level Specified: Junior High

Contributor: Dr. Henry Durand
Director of Career Education
McKeesport Area School District
Shaw Avenue and Locust St.
McKeesport, Pennsylvania 15132

Implementation Task: *Educational administrators and school boards will provide leadership and direction to the career education program.*

F.2.6 To train teachers how to teach other teachers ways in which to implement career awareness in the classroom, the Career Education Division of the Oregon State Department of Education set up a cadre program. The intent is to reach as many teachers as possible in the shortest period of time. From September 1973 to June 1974, the cadre has had contact with 15% of the teachers in the State. The combined efforts of the State Career Awareness Specialist and the cadre have reached over 20% of Oregon's elementary teachers.

Grade Level Specified: Elementary

Contributor: Ms. Lillian Bennard
Franklin Elementary School
750 N.W. 18th Street
Corvallis, Oregon 97330

F.2.7 A Career Education Coordinator is employed by a regional vocational high school to function as a resource advisor to 11 small school districts in a rural area. The coordinator assists in the implementation of a prototype program in one school district which is presented for adoption in other communities. The coordinator is directed by an advisory committee, composed of participating school administrators who determine policy and objectives.

Grade Level Specified: High School

Contributor: Mr. John Filler
Pupil Personnel Director
Harwich Public Schools
Harwich, Massachusetts

Implementation Task: Educational administrators and school boards will provide leadership and direction to the career education program.

F.2.8 Assignments of responsibility were useful in defining expectations from those associated with the program. Among such roles are:

Curriculum Coordinator: Directs and forms the Career Education Advisory Council, supervises and coordinates school district career education activities, plans in-service contacts with national, State, and local organizations

Building Principals: Serve as chairmen for the building steering committees, as well as providing leadership to insure the cooperation of the building's personnel

Guidance Counselors: Are available as consultants to students, parents, teachers, and administrators

Teachers: Are responsible for teaching career education

Librarians: Collect and classify career education materials

Project Coordinator: Provides leadership suggestions for future plans of action, keeps school informed on new materials and ideas for use in the program, and evaluates effectiveness of program

Grade Level Specified: none

Contributor: Mr. Wesley Carlson
Superintendent of Schools
Humboldt Community School System
Humboldt, Iowa 50548

F.3 -- Educational administrators and school boards will involve the widest possible community participation in career education policy decision making.

Implementation Task: *Educational administrators and school boards will involve the widest possible community participation in career education policy decision making.*

F.3.1 *The Superintendent and school board have made intensive use of parents and community in working with curriculum committees for building the program ($19.3 million), which in turn, has had its impact on career education. The Superintendent believes wholeheartedly in keeping the public informed and involved in all educational matters; he is constantly making public appearances at various community groups. One of our newly-elected board members ran on a ticket in support of the career education concept.*

Grade Level Specified: none

Contributor: Ms. Mary Louise Klaus
105 Adair St.
Beckley, West Virginia 25801

F.3.2 *The Career Education staff did much public relations work; by talking career education to teachers. Through personal contacts, interviews, informal conversations, visits to teachers' lounges, and classroom visits, what might have seemed an unstructured public relations approach, was in effect, a very well-planned strategy. Surveys, newsletters, and brochures were used to approach career education awareness and attitude change.*

Grade Level Specified: none

Contributor: Mr. Robert W. Jones
Superintendent
Lincoln Community High School
Lincoln, Illinois 62656

Implementation Task: Educational administrators and school boards will involve the widest possible community participation in career education policy decision making.

F.3.3 Involve community (Chamber of Commerce, PTSA, service clubs, students, and school personnel) in prioritizing 18 key-punch cards, each listing a reasonable goal statement which deals with public school outcomes. In our area, nearly 10,000 people out of a suburban community of 100,000 participated. The prioritization, plus a small sample questionnaire to test the validity of the card sort, resulted in several goal statements and created the public support so necessary in initiating in-district curriculum thrusts. They were also a successful device in hunting for "soft money."

Grade Level Specified: none

Contributor: Dr. Ben Yormack
Director, Career Alternatives Model
Highline Public School District #401
15676 Ambaum Blvd. S.E.
Seattle, Washington 98166

F.3.4 In approaching parents, we found that many felt intimidated by the schools because the only experiences they had had were negative. We created "Happy Grams" for teachers to send home whenever a student did something good or had a positive experience. Soon, parents were hearing the good things, rather than only problems. Parents became more willing to serve the program, and the image of the school improved.

Grade Level Specified: none

Contributor: Ms. Carol Spickard
East Junior High School
900 S. Beverly
Casper, Wyoming 82601

Implementation Task: Educational administrators and school boards will involve the widest possible community participation in career education policy decision making.

F.3.5 Send a monthly newsletter into homes with descriptions of career education activities and information that parents can use in counseling their own children.

Grade Level Specified: none

Contributor: Mr. Gerald O. Stutz
Potlatch School District
Box 518
Potlatch, Idaho 83855

F.4 -- Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program.

Implementation Task: Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program.

F.4.1 Provide funds for committee activities and curriculum development activities to be held outside of the normal school day or calendar, and preferably off-site and removed from normal daily demands and distractions. A concentrated off-site work experience, such as a summer camp, may result in the production of much positive thought and material in a very short period of time.

Grade Level Specified: none

Contributor: Ms. Eileen Scott
Watertown Public Schools
Watertown, Wisconsin 53094

F.4.2 PCO, Program Change Objectives, is a means to acquire funds and training for career education or any other instruction program. This may be written for a single building or area. It provides the basis for curriculum change by giving the school or area the monies necessary. Mini-grants are available in Area II for any individual teachers or building. These are different from PCO's in that they are limited to the amount of $250.00, and are available throughout the school year for any innovative program.

Grade Level Specified: none

Contributor: Mr. Leroy Wallis
Area II Career Education Specialist
8020 N.E. Tillamook St.
Portland, Oregon 97213

Implementation Task: Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program.

F.4.3 The most significant activity contributing to the development and implementation of the career education concept was a 3-week summer workshop involving 52 of our 105 classroom teachers. The workshop was financed by the State Department of Public Instruction, and permitted staff members to work on development and understanding of curriculum, philosophy, activities, and commitment.

Grade Level Specified: none

Contributor: Mr. Wesley Carlson
Superintendent of Schools
Humboldt Community School District
Humboldt, Iowa 50548

F.4.4 In the summer of 1970, a task force developed a career development curriculum for the intermediate level. The State Department of Education funded the project; supplies, equipment, and salaries for the task force totalled approximately $7,400.00. The project took 8 weeks to develop.

Grade Level Specified: Intermediate

Contributor: Dr. Frank Pottenger
Project Director
University Laboratory School
1776 University Ave.
Honolulu, Hawaii 96822

Implementation Task: Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program.

F.4.5 During 1973, the Florida Legislature provided funds in excess of $5 million for distribution among all county school districts for the purpose of planning for career education. These funds were in addition to other State funding for education. The Legislature, in 1974, again renewed its commitments by appropriating funds to career education. These special categorical funds are expected to continue for 5 years. It is anticipated that before 5 years have passed, career education will become a part of the normal funding pattern. Career education is a top priority in Florida.

Grade Level Specified: none

Contributor: Mr. James C. Talley
Leon District Career Education Project
925 Miccosukee Rd.
Tallahassee, Florida 32303

F.5 -- Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Implementation Task: Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

F.5.1 An outside group was contracted to run a series of workshops in career education curriculum infusion in the summer of 1973. These workshops, lasting 2 weeks for the elementary and junior high participants and 4 weeks for the high school representatives, focused on the creation of performance-based career education lesson plans, paralleling lessons in the regular school curriculum. Use of outside resources was stressed, and the advantages of input by the guidance counselor and the librarian were explored. Guides to community resources developed by the SPICE staff were distributed. Materials developed by the participants were gathered into curriculum guides for each school level and published.

Grade Level Specified: Elementary, Junior, Senior High

Contributor: Mr. Irwin A. Kahn
Planning Director, SPICE
236 W. 26th Street
New York, New York 10001

F.5.2 We have implemented into our school system a career-oriented and phase-elective curriculum to offer students a more comprehensive program that will not only meet the interests (electives), the needs and abilities (phasing) of the students, but will prepare them for a satisfying and rewarding career.

Grade Level Specified: none

Contributor: Mr. Robert Arceneaux
Lafayette Parish Schools
P.O. Drawer 2158
Lafayette, Louisiana 70501

Implementation Task: Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

F.5.3 An approach to having a supervisor of business education initiate curriculum revision was to: 1) Thoroughly explain the goals of career education, 2) offer assistance and materials for implementing career education for typing students, 3) work with the typing teacher to provide supplies, resource persons, field trips, and A-V material, and 4) have the business education supervisor present for in-service with teachers. The result was cooperation of the supervisor in revising typing curriculum and lesson activities based upon job information for the students at the secondary level.

Grade Level Specified: none

Contributor: Mr. Oliver J. Jones
Career Development Program
Division of Technical-Vocational Education
Cleveland City Schools
1380 E. 6th St.
Cleveland, Ohio 44114

F.5.4 We are continually looking at and revising our curriculum in order to attract academic and general education students into phases and segments of the occupational and career programs. We have found that by providing semester and quarter courses in portions of our career program, the academic and general education student will sample the occupational program and begin to understand and appreciate this phase of learning.

Grade Level Specified: none

Contributor: Kings Mountain High School
500 Phifer Rd.
P.O. Box 472
Kings Mountain, North Carolina 28086

Chart A

Elementary	
K-3	4-6

	Grades K-3		Grades 4-6	
	Page	Statement	Page	Statement
Alabama	38	A.3.6		
Arkansas	7 11 60 150	A.1.10 A.1.16 B.1.15 E.3.5	7 11 150	A.1.10 A.1.16 E.3.5
California	7 15 24	A.1.10 A.1.24 A.2.4	7 8 15 24	A.1.10 A.1.12 A.1.24 A.2.4
Florida	95	C.2.3	31 95	A.2.17 C.2.3
Idaho	65 77	B.2.3 B.4.3	65 77	B.2.3 B.4.3
Illinois	144	E.2.1		
Indiana	3 100	A.1.3 C.2.13	3 100	A.1.3 C.2.13
Louisiana	9 122	A.1.14 D.2.1	9 25	A.1.14 A.2.5
Massachusetts	7 26 26	A.1.10 A.2.7 A.2.8	7 22	A.1.10 A.2.1
Michigan	3	A.1.4	3	A.1.4
Mississippi	10	A.1.15	10	A.1.15

	Grades K-3		Grades 4-6	
	Page	Statement	Page	Statement
Missouri	13	A.1.20	13	A.1.20
New Jersey	7	A.1.10	7	A.1.10
	140	E.1.2	140	E.1.2
New Mexico	22	A.2.2	22	A.2.2
New York	99	E.3.8	39	A.3.7
			99	C.2.10
			99	C.2.11
North Carolina	151	E.3.8	151	E.3.8
Ohio			145	E.2.3
Oregon	28	A.2.11	5	A.1.7
	28	A.2.12	28	A.2.11
	34	A.2.22	28	A.2.12
			34	A.2.22
Pennsylvania	117	D.1.10	117	D.1.10
Rhode Island	42	A.4.2	42	A.4.2
Texas	7	A.1.10	7	A.1.10
Utah	17	A.1.26	17	A.1.26
	140	E.1.2	140	E.1.2
Vermont	149	E.3.3	149	E.3.3
Washington	84	C.1.9	84	C.1.9

	Grades K-3		Grades 4-6	
	Page	Statement	Page	Statement
Wisconsin	144	E.2.2		
Wyoming	98	C.2.8	98	C.2.8

Chart B

Junior High 7-8 and High School 9-12

	Grades 7-8		Grades 9-12	
	Page	Statement	Page	Statement
Alabama			33	A.2.20
Arizona			119	D.1.14
Arkansas	7	A.1.10	7	A.1.10
			57	B.1.10
California	7	A.1.10	7	A.1.10
	15	A.1.24	24	A.2.4
	24	A.2.4	55	B.1.6
			64	B.2.2
			71	B.3.2
Connecticut	55	B.1.7	55	B.1.7
Florida	31	A.2.17	27	A.2.9
	95	C.2.3	81	C.1.4
			90	C.1.19
			95	C.2.3
Georgia	2	A.1.1	2	A.1.1
			72	B.3.4
Hawaii			5	A.1.8
			49	A.5.7
			82	C.1.5
Idaho	65	B.2.3	65	B.2.3
Illinois	86	C.1.12	86	C.1.12
			89	C.1.17
Indiana	2	A.1.2	2	A.1.2
	100	C.2.13	43	A.4.4
			67	B.2.7
			100	C.2.13

	Grades 7-8		Grades 9-12	
	Page	Statement	Page	Statement
Iowa	135	D.5.3	135	D.5.3
Kentucky			65	B.2.4
Louisiana	9	A.1.14	4	A.1.6
	23	A.2.3	9	A.1.14
	76	B.4.1	52	B.1.2
	122	D.2.2	76	B.4.1
			122	D.2.2
Maryland			90	C.1.18
Massachusetts	7	A.1.10	7	A.1.10
			56	B.1.9
Mississippi	10	A.1.15	10	A.1.15
			137	D.5.6
Nebraska	87	C.1.14	73	B.3.6
			82	C.1.6
			87	C.1.14
			98	C.2.9
New Hampshire			70	B.3.1
			130	D.4.2
			131	D.4.3
New Jersey	7	A.1.10	7	A.1.10
	140	E.1.2	54	B.1.5
			72	B.3.5
			78	B.4.5
			140	E.1.2
New York	59	B.1.13	59	B.1.13
			71	B.3.3

	Grades 7-8		Grades 9-12	
	Page	Statement	Page	Statement
North Carolina	151	E.3.8	60	B.1.14
			80	C.1.2
Ohio	145	E.2.3		
Oklahoma	32	A.2.18		
Oregon	130	D.4.1	4	A.1.5
			53	B.1.3
			57	B.1.11
			58	B.1.12
			67	B.2.8
			86	C.1.13
			130	D.4.1
Pennsylvania	53	B.1.4	49	A.5.8
			53	B.1.4
			81	C.1.13
			85	C.1.11
			136	D.5.5
Rhode Island	29	A.2.13	29	A.2.13
South Carolina			52	B.1.1
South Dakota			56	B.1.9
Tennessee	66	B.2.5	66	B.2.5
	76	B.4.2		
Texas	7	A.1.10	7	A.1.10
	30	A.2.15	25	A.2.6
	61	B.1.17	27	A.2.10
			29	A.2.14
			30	A.2.16
			61	B.1.17

	Grades 7-8		Grades 9-12	
	Page	Statement	Page	Statement
Utah	6 127 140	A.1.9 D.3.3 E.1.2	6 104 140	A.1.9 C.3.2 E.1.2
Washington			68 83	B.2.9 C.1.8
West Virginia	66	B.2.6	66	B.2.6
Wisconsin	12 91	A.1.17 C.1.21	12 46 91	A.1.18 A.5.2 C.1.21
Wyoming	32 98	A.2.19 C.2.8	8	A.1.11

Chart C

Other Statements

Other Statements

	Page	Statement
Alabama	46 48 131	A.5.1 A.5.5 D.4.4
Arizona	96	C.2.5
Arkansas	102	C.2.16
California	9 38 43 77 88 91 109 152 159 164	A.1.13 A.3.5 A.4.3 B.4.4 C.1.15 C.1.20 C.5.4 E.3.10 F.1.11 F.2.3
Colorado	119	D.1.15
Connecticut	157	F.1.7
Delaware	14 134 141	A.1.22 D.5.2 E.1.4
Florida	37 95 116 123 126 176	A.3.4 C.2.2 D.1.9 D.2.3 D.3.1 F.4.5
Georgia	108	C.5.2

Other Statements

	Page	Statement
Hawaii	175	F.4.4
Idaho	14 158 172	A.1.21 F.1.10 F.3.5
Illinois	15 101 170	A.1.23 C.2.15 F.3.2
Indiana	18 18 78 108 126	A.1.27 A.1.28 B.4.6 C.5.1 D.3.2
Iowa	19 167 175	A.1.29 F.2.8 F.4.3
Kansas	156	F.1.5
Louisiana	13 16 36 42 62 64 80 109 154 157 178	A.1.19 A.1.25 A.3.2 A.4.1 B.1.18 B.2.1 C.1.1 C.5.3 F.1.1 F.1.8 F.5.2
Maine	115 135	D.1.6 D.5.4

Other Statements

	Page	Statement
Massachusetts	62	B.1.19
	83	C.1.7
	84	C.1.10
	94	C.2.1
	116	D.1.8
	166	F.2.7
Minnesota	100	C.2.12
	117	D.1.11
	149	E.3.4
Missouri	48	A.5.6
	61	B.1.16
	104	C.3.1
	134	D.5.1
	148	E.3.2
	158	F.1.9
Montana	33	A.2.21
	96	C.2.5
	148	E.3.1
Nevada	140	E.1.1
New Hampshire	118	D.1.12
New Jersey	36	A.3.1
	101	C.2.14
	113	D.1.2
	114	D.1.5
	165	F.2.4
New York	47	A.5.4
	152	E.3.9
	155	F.1.3
	178	F.5.1

Other Statements

	Page	Statement
North Carolina	179	F.5.4
Ohio	97 113 114 179	C.2.7 D.1.3 D.1.4 F.5.3
Oklahoma	102 151	C.2.17 E.3.7
Oregon	47 89 112 115 118 162 166 174	A.5.3 C.1.16 D.1.1 D.1.7 D.1.13 F.2.1 F.2.6 F.4.2
Pennsylvania	165	F.2.5
South Carolina	155	F.1.4
Texas	156 163	F.1.6 F.2.2
Virginia	73 122	B.3.7 D.2.2
Washington	19 97 141 154 171	A.1.30 C.2.6 E.1.3 F.1.2 F.3.3

Other Statements

	Page	Statement
West Virginia	127	D.3.4
	170	F.3.1
Wisconsin	150	E.3.6
	174	F.4.1
Wyoming	37	A.3.3
	171	F.3.4